

## **Sex and Relationships Policy**

### **Context/Introduction**

“All schools must have an up to date SRE policy which is made available for inspection and to parents. The policy must:

- Define sex and relationship education;
- Describe how sex and relationship education is provided and who is responsible for providing it;
- Say how sex and relationship education is monitored and evaluated;
- Include information about parents’ right to withdrawal; and
- Be reviewed regularly”

### **Sex and Relationship Education Guidance (DfE 0116/2000)**

Sex and relationship education is lifelong learning based on Christian family values, about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. .

The guidance states, ‘It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health’.

We inform parents/carers of their right to withdraw their child from SRE

### **Moral and Values Framework**

SRE will be taught in the context of relationships.

In addition SRE will promote self esteem and emotional health and well being and help children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community. Sex should be taught about in the context of marriage and family life, and the need for loving and caring relationships.

### **Aims and Objectives for Sex and Relationship Education**

The aim of SRE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour.

The objectives of Sex and Relationship Education are;

- to provide age appropriate knowledge and information to which all children are entitled
- to clarify/reinforce existing knowledge
- to raise children’s self esteem and confidence, especially in their relationships with others and to build positive relationships, involving trust and respect
- to help children understand their feelings and behaviour, so they can lead fulfilling and enjoyable lives
- to help children develop skills (language, decision making, choice, assertiveness) and make the most of their abilities
- to provide the confidence to participate as members of society and to value themselves and others
- to help gain access to information and support

- to develop skills for a healthier, safer lifestyle
- to develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- to respect and care for their body
- to be prepared for puberty and adulthood.

## **The teaching programme for Sex and Relationship Education**

Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, EAL, special needs, or if they are a looked after child.

It is our intention that all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision if required.

Such a programme can successfully follow the outline given below;

### **Early Years Foundation Stage**

Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

### **Key Stage 1**

Through work in science (National Curriculum) children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and Citizenship children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

They learn to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them.

They also learn about personal safety.

### **Key Stage 2**

In science children build on their knowledge of life cycles and learn that animals reproduce.

In PSHE and Citizenship, they continue to develop an understanding of relationships within a family; between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other peoples' emotions and feelings. They will consider how to make simple choices and role play techniques for resisting pressures.

Sex and relationship education should focus on the development of skills and attitudes not just the acquisition of knowledge.

## **The organisation of Sex and Relationship Education**

This content has been agreed in consultation with governors, parents, teaching staff and

the designated teacher with responsibility for coordinating sex and relationship education.

Sex and relationship education is delivered through science, PSHE, Citizenship, and circle time. Sex and relationship education is taught by class teachers, and if appropriate, outside visitors such as the school nurse. Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene.

Resources include use of DVD and discussion.

Sex and relationship education is usually delivered in mixed gender groups; however, there may be occasions where single gender groups are more appropriate and relevant.

Appropriate materials are used to teach sex and relationship education and include fiction, reference books, leaflets and extracts from videos.

### **Specific Issues**

- **Parental consultation**

Parents have the right to withdraw their children from those aspects of sex and relationship education, not included in the National Curriculum Science.

The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to view the videos and resources being used.

By working in partnership with parents they recognise the importance of this aspect of their child's education.

- **Child Protection / Confidentiality**

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member will inform the Head Teacher /Designated Child Protection person in line with the LA procedures for child protection.

A member of staff cannot promise confidentiality if concerns exist.

- **Dealing with difficult questions**

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.

Teachers will endeavour to answer questions as honestly as possible; we only deal with questions that arise from the programmes.

- **Visitors**

"Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator's and teacher's responsibility to plan the curriculum and lessons." Sex and Relationship Guidance DfE 0116/2000 P 29 6.11

When appropriate, visitors such as the school nurse may be involved in the delivery of sex and relationship education in Key Stage 2.

- **Children with special needs**

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

## Monitoring and Evaluation

Sex and relationship education is monitored and evaluated by the whole staff as part of the school's development plan. As a result of this process changes may be made to the sex and relationship education programmes as appropriate

Monitoring is the responsibility of the head teacher, pastoral committee and teacher with responsibility for sex and relationship education.

The school will assess the effectiveness of the aims, content and methods in promoting children's learning by questionnaires to children (after they have viewed the programmes) and parents.

The effectiveness of the SRE programme will be evaluated by assessing children's learning and implementing change if required.

SRE issues will be included in the induction programme for all new members of staff.

## Roles and responsibilities of Headteacher, Staff and Governors

The **Governing Body** will:

- decide whether sex education should be in the school curriculum and, if so, what it should consist of and how it should be organised
- seek the advice of the headteacher on this policy, keep it up to date, and make it available to parents/carers
- ensure that sex education is provided in a way that encourages pupils to consider morals, the value of family life, and the importance of marriage.

The **Headteacher** will ensure that:

- the governing body is advised about the nature and organisation of sex and relationships education and how it reflects the aims and values of the school
- sex education is provided in a way that encourages pupils to consider morals, the value of family life, and the importance of marriage
- pupils are protected from inappropriate teaching materials
- a scheme of work is agreed and implemented
- parents/carers are informed about the programme for sex education.

**Staff** who teach sex and relationships education are expected to:

- provide sex education in accordance with this policy and in a way which encourages pupils to consider morals and the value of family life
- participate in training to provide sex education in line with the school curriculum policy
- implement the agreed scheme of work
- draw to the attention of the headteacher any materials which they consider to be inappropriate
- respond appropriately to those pupils whose parents wish them to be withdrawn from sex education.

Reviewed by Governors .....