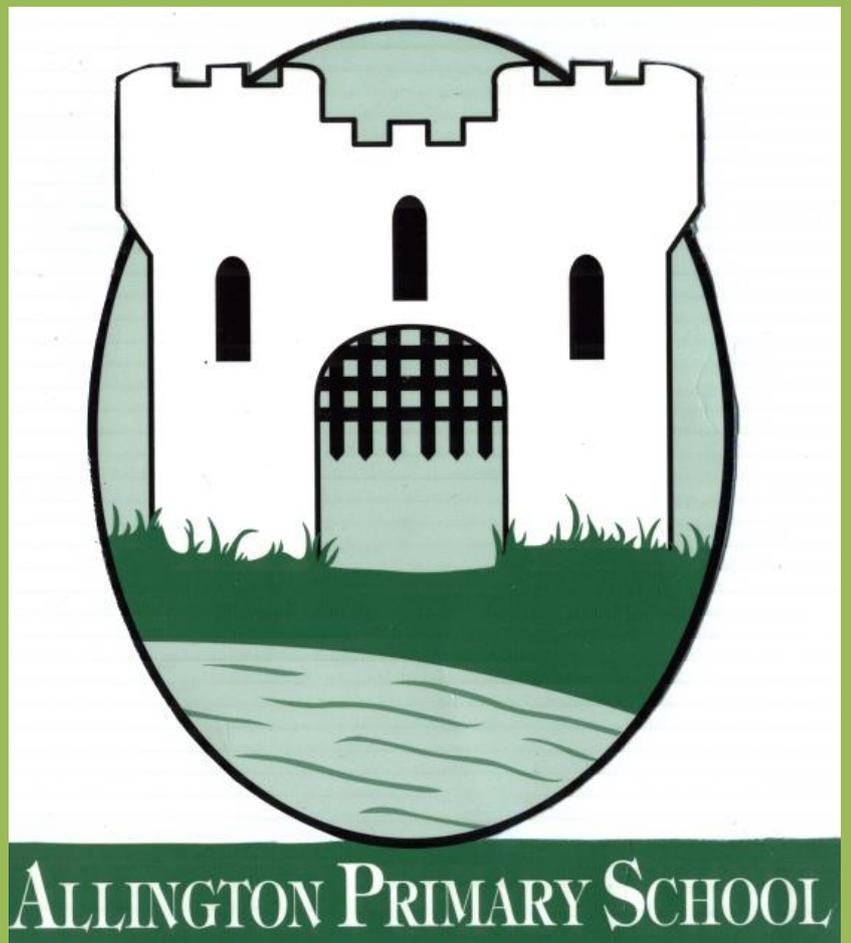


# Sex and Relationships Education Policy



Sex and Relationships Education aims to give children and young people:

- self esteem
- skills for successful relationships
- emotional literacy
- the ability to make informed choices and minimise risk
- the ability to keep themselves and other people safe
- the opportunity to explore their own attitudes, values and beliefs and develop an individual moral code that will guide their actions.
- a discerning eye for the messages they receive from the media
- the ability to access help and support
- a positive attitude towards their body and sexuality.

Effective SRE is embedded in the school curriculum and ethos.

### **Legal Requirements**

Sex and Relationships Education contributes to the requirements of Section 1 of the 1988 Education Reform Act.

The school curriculum is one which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at school
- prepares pupils for the opportunities, responsibilities and experiences of adult life.

Under the 1993 Education Act pupils can be withdrawn from parts of the sex and relationships programme that are outside the compulsory elements of sex and relationships education in the National Science and PHSE Curricula.

Under the 2004 Children's Act schools are required to respond to the Every Child Matters Agenda. Sex and Relationships Education makes particular reference to the following objectives:

- children and young people are physically healthy
- children and young people are mentally and emotionally healthy
- children and young people are sexually healthy
- children and young people live healthy lifestyles
- children and young people are safe from maltreatment, neglect, violence and sexual exploitation
- children and young people develop positive relationships and choose not to bully or discriminate
- children and young people develop self-confidence and successfully deal with significant life changes and challenges
- children and young people engage in law-abiding and positive behaviour in and out of school.

### **Moral and Values Framework**

Our school believes that SRE should be delivered within the following moral framework.

**Our programme promotes:**

- self-respect and respect for others
- respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality
- taking account of other people's feelings
- mutual support and co-operation
- accepting the responsibility for the consequences of our own actions
- the right of people to hold their own views within a framework of respect for others
- not imposing our views on other people
- the right not to be abused by other people or taken advantage of
- the right to accurate information about sex and relationship issues.

## **Equal Opportunities**

Our SRE programme responds to the needs of individual pupils and takes pupils' abilities, cultures, faiths and family backgrounds into consideration. Pupils with AEN are given extra SRE support by AEN staff and pupils with English as their second language will receive support as required.

We recognise that throughout their school life, children and young people will have varied life experiences and a range of attitudes and feelings. Lessons will be planned to allow their perceptions to be articulated, with all contributions being valued and respected. Whatever their chronological age; children will be at very different levels of maturity, and this is taken into account when deciding on the finer details of the lessons. Teachers will take into account the maturity of the majority of pupils in the group. Where there is a significant difference in the chronological age and the maturity of the pupils, it is important to ensure that the teaching point is conveyed in language that is accessible to the children/students.

Where Provision Maps identify targets relating to a child's personal development, teachers will ensure that opportunities are planned to support the pupil in achieving these. Teachers may need to use different teaching approaches, resources, activities or provide specific support depending on the needs of their pupils.

## **Confidentiality**

Pupils' confidentiality is respected in all SRE lessons and pupils are made aware of the fact that what they say in SRE lessons will not be repeated to anyone else unless a member of staff suspects that the child or anyone else is at risk from harm.

## **Child Protection Procedures**

The Designated Safeguarding Leads (DSLs) are responsible for child protection procedures. If a teacher suspects that a child is at risk from harm or neglect, they need to inform the Head of School or another DSL and record any evidence that supports their concerns. As part of the SRE ground rules, teachers make it clear to pupils that if they suspect that anyone is at risk from harm, they need to tell another adult.

## **Aims & Objectives of the Sex & Relationships Education Policy**

Role and nature of sex and relationships education.

SRE aims to equip all pupils with accurate, unbiased knowledge about sex and relationships and give pupils the opportunity to acquire life skills that will help pupils make good use of this knowledge. It will also give pupils opportunities to explore and respect their own and others' opinions, attitudes and values to help pupils develop their own, individual moral framework. It will equip pupils with:

- good relationship skills
- good knowledge of their own bodies and to be prepared for the changes of puberty
- an understanding of prejudice and its negative effects
- confidence to seek help and advice when they need to
- an ability to express how they feel
- an awareness of and confidence to challenge the messages they receive from the media
- an awareness of the right they have over their own body
- information to make positive informed choices (that reduce risk).

The SRE programme ensures that pupils will revisit topics so they build upon their existing knowledge and skills throughout the school. It is aimed that SRE is taught through active learning activities as often as possible. Wherever possible, parental involvement in SRE is to be encouraged.

## **The Aim of the Policy**

The aim of this policy is to provide a working document that gives clear framework within which staff will feel secure to work in.

## **Content/Learning Objectives of the SRE programme**

The SRE programme will

- provide information that is relevant and appropriate to the age and developmental stage of the pupils
- develop skills of assertiveness, communication and effective dialogue in relationships
- encourage the exploration and clarification of values and attitudes
- foster self esteem, positive self-image and confidence.

The programme 'Living and Growing' was developed for Channel 4 and is used by the school as the basis for SRE.

Appendix 1 summarises the curriculum programme.

## **Organisation and Delivery of the SRE Programme**

The PHSE coordinator has coordinated the SRE programme. SRE is delivered in years 2, 4, 5 and 6 predominantly in PHSE lessons to ensure a comprehensive coverage. However, consolidation and extension of SRE is found in science, RE, Literacy and during assemblies.

## **Cross curricular links**

We recognise that all teachers, and therefore curriculum areas, may make a contribution to SRE. Some subjects make a clear, focused contribution, such as science, whilst the contribution of other subjects is important, but less obvious. For example:

- Discussion of specific relationships and moral dilemmas through literacy
- Discussion of family and marriage through RE
- Wider social issues through geography or history
- Discussion of feelings and emotions within relationships in art or music

Where appropriate, teachers will use all opportunities to reinforce key elements of the SRE curriculum when delivering lessons outside of the Citizenship/ SRE curriculum.

## **Teaching Methods**

Ground rules will be developed during SRE lessons based on respect. The only additional considerations specific to SRE ground rules (as opposed to basic class rules) will be a need to prevent personal questions and the need to explain to children that if a teacher suspects that they or anyone else is at risk from harm, then they will need to tell another adult.

Active learning techniques such as circle time, role play, games, prioritising exercises, paired and group discussion, interviewing and presentations, may be used in the teaching of SRE. Pupils will also be given many opportunities to reflect on what they have learnt in SRE lessons.

As far as possible, to prevent stigmatisation of any group of people or any life choices, the pro-choice approach to PSHE and SRE is adopted. This means that every issue is presented in terms of, 'some people ...and others ...let's explore the effect these choices might have on a person's life.'

## **Mixed and Single Gender Groups**

Most SRE is delivered in mixed sex groups. However during lessons on puberty, both boys and girls cover the same material but are then given opportunities to discuss what has been covered in single sex groups where they might feel more comfortable doing so.

## **Informing Parents/Carers of their Right to Withdraw their Child**

Before each year group embarks upon its explicit SRE programme, parents are informed by letter of their right to withdraw their child from SRE lessons and given an overview of the topics the child will be covering. Parents are also reminded that they can have a copy of the school's SRE Policy on request, from the school office. Parents are also told that they can request to view all teaching resources that will be used in the delivery of their child's SRE.

### **Procedures for Pupils who are Withdrawn from Sessions**

Provision is made for pupils whose parents wish their child to be removed from SRE lessons to work in another classroom while their class' SRE is being delivered.

### **Language**

Correct terminology is used throughout the SRE programme. The meanings of all words are clarified in a factual way and it is made clear to pupils which words are potentially offensive and that from this point onwards, the correct terms will be used. This aims to prevent bullying of children for not knowing definitions and overtly points out the offensive nature of some words – which also empowers staff to challenge the use of offensive words explicitly.

### **Using Visitors to deliver SRE**

External staff may sometimes be used to support the teaching of SRE. Whenever an external visitor is going to deliver a lesson or activity that is related to SRE, we encourage a planning session with the speaker and a member of the teaching staff to ensure that the input will be worthwhile and also to check the suitability of the content. All visitors are made aware of the SRE policy and all lessons are evaluated by staff. The visitor will also be supervised by a member of staff at all times.

### **Approach to Potentially Controversial and Sensitive Issues**

All staff are aware that everyone has views on SRE related issues. However, while it is respected that everyone has the right to their own viewpoint, all SRE issues are taught without bias. Topics are presented in a way that considers all viewpoints so that pupils are able to form their own, informed opinions but are also encouraged to respect the fact that others may have quite different viewpoints. Viewpoints that have a negative impact upon another person or group of people such as prejudice are always challenged.

### **Dealing with Sexually Explicit Questions**

- It will be made clear to pupils, by means of ground rules, that personal questions should never be asked by pupils or the teacher.
- Pupils will be told that during any SRE lesson, only questions that relate directly to the SRE lesson being covered will be answered.
- If children start to ask questions about a particular topic (perhaps due to media coverage) then the SRE programme can be adapted to deal with this issue so as to prevent pupils from becoming misinformed or receiving biased information
- If a child shows inappropriate sexual knowledge, child protection procedures would be consulted
- If a pupil asks a question relating to SRE issues at any other time, if the question is related to the SRE covered in the child's year group, the child will be told that they will learn the answer in SRE. If not, it will be suggested that the child asks his or her parents/carers.

### **Teachers' Embarrassment**

If a member of staff is extremely uncomfortable teaching SRE then provision will be made for another teacher that is known to the children to deliver SRE. This would usually be accommodated by the teacher from the parallel class taking SRE. The school feels that this course of action is justified as the member of staff that is uncomfortable with SRE is unlikely to do an effective job or to give positive messages about sexuality and/or body functions.

### **Assessment recording and reporting**

Much of the learning in SRE is sensitive and of a highly personal nature so assessment needs to be carried out with considerable discretion. Any assessment made will contribute to the overall assessment of the pupil's progress in terms of personal development. For many issues, assessment is inappropriate, for example, discussion of family relationships, but where assessment may be of value, it is best to consider pupils' self-assessment or peer-assessment. Examples might be that pupils might assess their own decision-making skills in relation to a moral dilemma in a specific imaginary situation, or that there could be peer assessment of assertiveness skills in a role-play activity.

Policy issued: November 2016

Review date: November 2018

Governors have responsibility to ensure that the SRE policy is reviewed and updated regularly, biannually as a minimum.

## Appendix 1

Summary of Content including aspects of 'Living and Growing'

Unit 1 – Year 2	<b>Differences: Living and non-living things</b>	<b>How did I get here? What do things come from?</b>	<b>Growing up: What can I do?</b>		
	Male and female Girls and boys Same but different Life cycles	Birth fact file Growing up Relationships	Feelings Baby animals Family Tree		
Year 4	<b>Personal Hygiene and an introduction to the purpose of the ovaries and testes</b>				
	An introduction to the changes that occur in our bodies as we enter puberty and the importance of personal hygiene.				
Year 5	<b>Changes: How do we change?</b>				
	Introduce children to the physical and emotional changes that occur during puberty- explore myths and facts around the changes that occur in puberty Consider some of the changes over which we have no control and the choices we can make concerning those over which we do have control				
Unit 2 & 3 – Year 6	<b>(2) How Babies are Made</b>	<b>(2) How Babies are Born</b>	<b>(3)Girl talk: Changes</b>	<b>(3)Boy talk: Changes</b>	<b>(3)Let's talk about sex:</b>
	Explore the idea of relationships including friendship, parent/ child and adult sexual relationships	Understand how babies develop in the womb Consider the needs of the baby in and out of the womb	Menstruation Hygiene Friends Worries about growing up	Sperm Friends Worries about growing up Feelings	Relationships Good relationships Show you care Puberty

