



Sex and Relationship Education Policy

Reviewed: Spring 2016

Next Review Spring 2019

SEX AND RELATIONSHIP EDUCATION POLICY

1. What is Sex and Relationship Education?

We are in accord with the definition given in Sex Relationship Education (SRE) Guidance, July 2000, which states that it is lifelong learning about physical, moral and emotional development. It is about the understanding of 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. It is not about the promotion of sexual orientation or sexual activity. Sex education is delivered through the Personal, Health and Social Education and Citizenship framework (see separate policy).

Sex and relationship education has three main elements that we aim to teach:

- attitudes and values
- personal and social skills
- knowledge and understanding

Attitudes and values

- learn the importance of values, individual conscience and moral considerations
- learn the value of family life, marriage and stable and loving relationships for the nurture of children
- learn the value of respect, love and care
- explore, considering and beginning to understand moral dilemmas
- develop critical thinking as part of decision making

Personal and social skills

- learn to manage emotions and relationships with confidence and sensitivity
- develop self-respect and empathy for others
- learn to make choices based on an understanding of difference with absence of prejudice
- develop an appreciation of the consequences of choices made
- manage conflict
- develop skills in personal relationships, e.g. forming positive friendships, managing conflict
- help our children to protect themselves by affirming their rights, to be able to resist unwanted touch or advances and to talk about such matters openly

Knowledge and understanding

- encourage acceptance of physical and sexual development by providing appropriate vocabulary for all parts of the body at appropriate stages
- generate an atmosphere where questions and discussion on physical and sexual matters can take place without embarrassment
- learn the reasons for delaying sexual activity and the benefits for such delay
- be aware of sources of adult help and support

The school believes effective SRE contributes to the emotional, physical and moral development of our pupils. Through this it will help foster pupil's emotional well being and help them form and maintain satisfying relationships.

The SRE Policy has clear links with other school policies aimed at promoting children's personal and social development, including the

- Equal Opportunities Policy
- Child Protection Policy
- Health and Safety Policy
- Inclusion Policy
- Special Educational Needs Policy
- PSHCE Policy

2. Sex and Relationship Provision

Education about relationships and sexuality begins at birth. Some sex education will arise spontaneously from children's questions. In such circumstances the teacher will answer appropriately and sensitively to the child. Whilst the main sex and relationship education teaching is in our PSHCE curriculum we aim to make cross curricular links such as in Science or P.E when it is appropriate to the child's learning.

SRE is taught explicitly as a unit of study in Year 5 and in Year 6. In Year 5 the unit covers personal hygiene, puberty and bodily changes. Links are made to the Science curriculum dealing with Life and Living Processes which cover the main stages of the human life cycle. In Year 6 this is revised and extends to the teaching of sex and reproduction.

3. Roles and Responsibilities

The Governors are required by the Education (no.2.) Act 1986, 18(2) to "consider whether sex education should form part of the curriculum for the school and make a written statement of their policy."

The Head Teacher must ensure that children are taught about the nature of marriage and stable relationships, the importance for family life and bringing up children. The Head Teacher is responsible to ensure that teaching materials are appropriate and have regard to the age and culture of the pupils.

Teachers have a responsibility to ensure the safety and welfare of pupils and because teachers act in loco parentis, parents may need to be reassured that the personal beliefs and attitudes of teachers will not influence the teaching of Sex and Relationship Education. Teachers are required to adhere to the school policy on confidentiality between themselves and pupils. Teachers can also consult with the PSHCE coordinator to exchange ideas and support in the teaching of SRE or answering children's questions.

The PSHCE Coordinator is responsible for the following:

1. in light of statutory curriculum changes and nationally determined properties, to monitor school practice that will lead to the writing of a policy and scheme of work
2. to keep up to date with developments in the subject by attending INSET, workshops, Support Groups, accessing books and other literature and sharing this information with colleagues
3. to bring to the attention of the head teacher possible developments in the subject
4. to order, monitor and develop resources keeping them accessible for all staff.
5. To advise colleagues on appropriate planning, teaching methods, activities and resources as well as support teachers in answering any spontaneous questions from pupils that occur outside the taught curriculum
6. to lead by example by showing good practice through joint planning, team teaching, working alongside colleagues and modelling good practice
7. to liaise with external agencies regarding the school SRE programme and ensure that all adults who work with children on these issues are aware of the school policy and that they work within this framework
8. to monitor this policy on a regular basis and report to Governors when requested on its effectiveness

4. Parents/Carers Involvement

Parents/carers are the key figures in helping their children to cope with the physical and emotional aspects of growing up and in preparing them for the challenge and responsibilities which sexual maturity brings. The teaching offered by our school will try to be complementary and supportive to the role of parents/carers. We aim to build a positive and supporting relationship with parents/carers by

- answering any questions that parents/carers may have about the sex education of their child
- consider issues that parents/carers raise with teachers about this policy or the arrangements for sex education in the school
- inform parents/carers about the best practice known with regard to sex education, so that teaching in school supports their messages at home

Section 241 of the Education Act 1993 gives parents/carers the right to withdraw their children from any or all parts of a school's programme of sex education, other than those elements which are required by the National Curriculum Science Order. Parents/carers can request (with discussion with the head teacher) to withdraw their child from lessons dealing with the following issues:

- to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way
- how the body changes as they approach puberty
- what happens in menstruation
- personal hygiene

Parents/carers are not permitted to withdraw their children from lessons that cover the current orders below:

KS1

- that animals including humans move, feed, grow, use their senses and reproduce
- to recognise and compare the main external parts of the bodies of humans
- that humans and animals can produce offspring and these grow into adults
- to recognise similarities and differences between themselves and others and treat others with sensitivity

KS2

- that life processes common to humans and other animals include nutrition, growth and reproduction
- the main stages of the human life cycle

Parents/carers will be informed when a specific unit on sex education is planned. Parents/carers will be invited to view the teaching materials and to discuss any questions they may have about the programme or about how to discuss such issues with their children. They will also at this time be informed of their right to withdraw their child.

5. Working with External Agencies

The school encourages other professionals to work alongside us in providing support to children in teaching SRE. The school will liaise with the school nurse, Brook (clinic that provides sex and relationship education for schools within Kensington and Chelsea) and other relevant professionals. If an external agency is involved in delivering SRE lessons a planning session with the PSHE coordinator and teachers will be arranged to check the suitability of the content. All external agencies will be made aware of the SRE Policy and all lessons are evaluated by staff.

6. Equal Opportunities

All teaching and non-teaching staff are responsible for ensuring that all children irrespective of gender, ability, ethnicity and social circumstances have access to the SRE programme. Pupils with SEN and EAL pupils will receive additional support where necessary. The school recognises the importance of respecting religious and cultural beliefs of different families.

7. Pastoral support for pupils

Pupils' confidentiality is respected in all SRE lessons. Children are made aware of the fact that what they say in SRE lessons will not be repeated to anyone unless a member of staff suspects that a child is at risk of harm. In such circumstances, if a child makes a reference to be involved or is likely to be involved in sexual activity then the member of staff will deal with it as a child protection issue. The member of staff will follow the school's Child Protection Policy and draw the issue to the Child Protection Officer/ Head Teacher.

7. Monitoring, Evaluation and Review

The Governors will review this policy annually and assess its implementation and effectiveness in light of new legislation and school developments.