

Sex and Relationships (SRE) Policy

APPROVAL & ADOPTION

This policy was formally agreed and adopted by the Governing Body on:

_____ 5 March 2018 _____

Chair of Governors

Signed: _____

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What is Sex and Relationships Education (SRE)?

SRE comprises learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. The aim of SRE is to equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships, and to take responsibility for their sexual health and wellbeing. While we use SRE to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation or sexual activity.

Aims and Objectives

SRE is an integral element of a broader developmental personal, social, health and economic (PSHE) education programme. In an integrated programme, the PSHE education curriculum also covers emotional health and wellbeing, drugs, healthy eating and physical activity, citizenship and safety. Learning in SRE and PSHE is also linked to the curriculum in relevant subjects, such as the science, computing and religious education curriculum. There is a common set of skills underpinning the topics in SRE and PSHE and it is therefore essential and good practice that teaching and learning about sex and relationships is planned and implemented within this broader framework rather than as a stand-alone subject.

SRE contributes to the foundation of PSHE and Citizenship by ensuring all children:

- Develop confidence in talking, listening and thinking about feelings and relationships.
- Are able to name parts of the body and describe how their bodies work
- Can protect themselves and ask for help and support; and
- Are prepared for puberty

We aim to teach the children about:

- The physical development of their bodies at they grow into adults;
- The way humans reproduce;
- Respect for their own bodies and the importance of sexual activity as part of a committed, long-term, loving relationship;
- The importance of family life;
- Moral questions;
- Relationship issues including friendships, bullying and self-esteem;
- Respect for the views of other people;
- Sex abuse and what they should do if they are worried about any sexual matters;
- To feel comfortable when talking about more sensitive issues.

Principles

- Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives.
- The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development.
- Effective sex and relationship education will help young people learn to respect themselves and others and move with confidence from childhood through adolescence to adulthood.

- SRE helps children to deal with difficult moral and social questions.

Attitudes and values

- Learning the importance of values and individual conscience and moral considerations
- Learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- Learning the value of respect, love and care;
- Exploring, considering and understanding moral dilemmas; and
- Developing critical thinking as part of decision making.

Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively;
- Developing self-respect and empathy for others;
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Developing an appreciation of the consequences of choices made;
- Managing conflict; and
- Learning how to recognise and avoid exploitation and abuse.

Knowledge and understanding

- Learning and understanding physical development at appropriate stages;
- Understanding human sexuality, reproduction, sexual health, emotions and relationships;

Organisation

- We teach sex and relationship education through different aspects of the curriculum. While we carry out the main sex and relationship education teaching in our personal, social and health education (PSHE) curriculum, we also teach some sex and relationship education through other subject areas (for example, science), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.
- In PSHE we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty. We encourage children to ask for help if they need it.
- Our curriculum ensures that both boys and girls know about puberty and how a baby is born. All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes.
- In years 5 and 6 we place a particular emphasis on health education, as many children experience puberty at this age. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.

The content of the sex and relationship education programme is as follows:

Foundation Stage

Throughout the foundation stage children are helped to:

- Develop emotional well being
- Know who they are and how they fit into a group
- Feel good about themselves
- Develop respect for others
- Find out about and identify some features of living things including their own bodies
- Recognise the importance of keeping healthy and those things which contribute to this

KS1

During KS1 children learn about:

- Growing up
- Parts of the body – external
- Differences
- Stranger Danger
- Good and bad touches

KS2

During KS2 children learn about:

- Relationships – family, marriage and friends
- Life Cycles – growth and development
- Mammals – birth and development of young
- Birth of a baby
- Taking responsibility and keeping safe
- Self-esteem
- Puberty – body changes, hygiene, menstruation (boys and girls separately)
- Conception

The role of parents

The federation believes that the primary role in children's sex and relationship education lies with the parents and carers. We wish to build a positive and supporting relationship with the parents of the children at our schools through mutual understanding, trust and co-operation.

In promoting this objective we:

- Inform parents about the federation's sex and relationship education policy, its practice and the resources used in its teaching;
- Answer any questions that parents may have about the sex and relationship education of their child;
- Take seriously any issues that parents raise with teachers or governors about this policy or the arrangements for sex and relationship education within the schools;
- Provide parents with the opportunity to view the materials used in lessons especially in years 5 and 6.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parents have the right to withdraw their child from all or part of the sex and relationships education programme that we teach in school. If a parent wishes their child to be withdrawn from sex and relationship education lessons, they should discuss this with the Executive Headteacher or Head of School, making it clear which aspects of the programme they do not wish their child to participate in and the reasons for this.

Confidentiality

Teachers conduct sex and relationship education lessons in a sensitive manner and in confidence. It is the policy of the federation to answer children's questions as they arise in an honest and caring manner encouraging the use of correct physiological terms as appropriate to the age and needs of the individual child. If a question is deemed to be inappropriate for the age and understanding of the child, the teacher will discuss the question with the parents. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child safeguarding. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the Designated Safeguarding Lead and will follow the procedures in the federation Safeguarding Policy.

The role of the Executive Head Teacher

- It is the responsibility of the Executive Head Teacher to ensure that both staff and parents are informed about our sex and relationships education policy, and that the policy is implemented effectively. It is also the executive head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- The Executive Head Teacher liaises with external agencies regarding the school sex and relationships education programme, and ensures that all adults who work with children on these issues are aware of the federation policy, and that they work within this framework.
- The Executive Head Teacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of this policy.

Monitoring and review

The subject leaders for PHSE monitor the effectiveness of the sex and relationship education policy as part of their annual subject monitoring. Other subject leaders monitor relevant aspects relating to SRE during their annual monitoring as well. Subject leaders report their findings to the senior leadership team (SLT) who decide whether modification to the policy and/or the curriculum are required. The SLT report the findings and recommendations resulting from the federation's monitoring and evaluation cycle to the full governing body.