

Sex and Relationship Education Policy

Defining SRE:

The Sex Education Forum defines SRE as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

Moral and Values Framework

SRE will be taught in the context of relationships. Inclusive SRE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect.

SRE will promote self esteem and emotional health and well being and help them form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others.

Aims and Objectives for Sex and Relationship Education

The aim of SRE is to equip children and young people with age-appropriate information, skills and values to have safe, fulfilling and enjoyable relationships, and to take responsibility for their sexual health and wellbeing.

The objectives of Sex and Relationship Education are:

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self esteem and confidence, especially in their relationships with others;
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating 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 bodies
- To be prepared for puberty and adulthood

The teaching programme for Sex and Relationship Education:

SRE needs to start early in primary school so that children learn about their bodies, can recognise if other people make them feel uncomfortable or unsafe and can report abuse and get help. Lots of children start puberty before they leave primary school so it is important that all pupils know what to expect before it happens. It is good to have some SRE in every year of primary school as it helps pupils to learn progressively as they mature and revisit the subject on a regular basis, to reinforce learning and provide opportunities to ask further questions.

Age 3–6

At this age children are interested in the differences between boys and girls, naming body parts, where babies come from, and friends and family. What areas of the body are private and should not be touched and who they can talk to if they are worried are also important.

Age 7–8

At this age children are interested in the emotional and physical changes of growing up, similarities and differences between each other and between boys and girls, coping with strong emotions and how babies are made from eggs and sperm. How to look after our bodies and how to be safe and healthy are also important.

Age 9–10

At this age children are interested in knowing about love and the different kinds of families and will be more aware of different types of partnerships and relationships. Gender stereotypes and homophobia can be explained and challenged. They will be curious about puberty and sexual feelings and changing body image. They will want more details about conception, how babies develop and are born and why families are important for having babies. They will also be interested in knowing about how people can get diseases, including HIV, from sex and how they can be prevented. They will also want to know who they can talk to if they want help or advice and information about growing up and personal safety including online.

Legal requirements

The sex education contained in the National Curriculum science (Key Stages 1–4) is **compulsory** in maintained schools. All state-funded schools must have 'due regard' to the Secretary of State's guidance on SRE (DfEE,2000). This states that:

- 'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes' (1.13)
- Children should learn 'how a baby is conceived and born' before they leave primary school (1:16)

All schools must teach the following as part of the National Science Curriculum, parents do not have the right to withdraw their child/children:

Primary science includes pupils learning about parts of the body, growth, reproduction, life cycles and ageing; they should also learn about the changes experienced in puberty (year 5). The programmes of study are set out year by year, but content may be introduced earlier if relevant to the pupils' needs. Year 1 science includes pupils being taught to 'identify, name, draw and label the basic parts of the human body'. *Although not mentioned specifically, it is important that pupils are taught the names of the external genitalia and know the differences between boys and girls. This is vital for safeguarding so that a child has language to describe the private parts of their body and to seek help if they are abused.*

The organisation of Sex and Relationship Education

Sex and relationship education is delivered through Science, RE, PSHE/ circle time. Sex and relationship education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as the school nurse.

A range of teaching methods which involve children's full participation are used to teach sex and relationship education. These include use of DVD, discussion, looking at case studies, drama and role play.

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.

Resources to teach sex and relationship education include fiction, reference books, leaflets and extracts from The Channel 4 Living and Growing DVDs:

Unit 1	5-7yrs	Differences / How did I get Here? / Growing up
Unit 2	7-9 yrs	Changes / How babies are made / How babies are born
Unit 3	9-11yrs	Girl talk / Boy talk / Let's talk about sex

Specific Issues

- **Parental consultation**

The school includes information on sex and relationship education in the school prospectus and full details are available on request.

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

Parents have the right to withdraw their children (until the age of 19) from any school SRE taught outside National Curriculum Science (Education Act 1996).

However this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education.

NB. Parents should also be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

- **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 Safeguarding Lead in line with the LA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

- **Equal Opportunities**

In the teaching and learning of SRE, every individual has the right to equal opportunities regardless of their gender, ethnicity or physical/mental ability. We ensure the individual is educated in an environment where she/he feels respected and valued :- ensuring equal access to equipment; delivering a curriculum free from stereotyped ideas; not using sexist, homophobic or racist language and having equally high expectations of children regardless of their gender, ethnicity or ability.

- **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 but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

- **Use of visitors**

Visitors should complement but never substitute or replace planned provision. It is the school's responsibility to plan the curriculum and lessons. When appropriate, visitors such as the school nurse may be involved in the delivery of sex and relationship education, particularly 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

Monitoring is the responsibility of the Head teacher and Curriculum & Standards committee of the Governing Body.

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

This policy will be reviewed within our review cycle.

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