



SEX AND RELATIONSHIPS EDUCATION POLICY

Reviewed and revised June 2014

Signed.....COG
.....HEAD

Next review June 2017

Sex and Relationships Education Policy

Introduction

At Chesterton, we recognise that “All schools must have an up to date SRE policy which is made available for inspection and to parents”, as stated in the DfE Sex and Relationship Education Guidance (2000). We also recognise that 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

Sex and Relationship Education (SRE) is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health. Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age.

Moral and Values Framework

Sex and relationship education will reflect the values of the overall PSHE programme, and will be taught in the context of relationships and changes. 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 and in the community.

Aims and Objectives for Sex and Relationship Education

The aim of sex and relationship education 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 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 Legal Requirements

All schools must teach the following as part of the National Curriculum Science Orders (Sept. 2013), and parents do not have the right to withdraw their child/children.

National Curriculum Science:

KS1

Year 1 pupils should be taught to:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2 pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults.
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

KS2

Year 5 pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.
- describe the changes as humans develop to old age.

Year 6 pupils should be taught to:

- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children.

It is our intention 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;

Foundation Stage

Children learn and explore the concept of male and female and consider differences between human and animal bodies. They learn about growing and how they are changing and are guided in choices about how to stay healthy (through physical activity and healthy eating etc.) In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

Key Stage 1

Through work in science 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 PSHE and RE 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 begin 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 about the basic biology of human reproduction including the birth of a baby in Year 6. Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In PSHE and RE, 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 people's emotions and feelings. They will consider how to make simple choices and exercise some basic 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

The Assistant Head Teacher, who has responsibility for the wider curriculum, is the teacher with responsibility for co-ordinating sex and relationship education.

Sex and relationship education is delivered through science, RE, PSHE and circle time activities.

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 video, discussion, looking at case studies and drama.

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 (e.g. when dealing with menstruation).

Teachers and outside professionals may draw on a variety of resources, but the main source of materials used in Upper KS2 will be the *Channel 4 All About Us – Living and Growing DVD* and its support materials.

Sex and relationship education is monitored and evaluated by the Head Teacher in consultation with the Performance and Standards Governors. As a result of this process changes will be made to the sex and relationship education programmes as appropriate.

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 from those aspects of sex and relationship education, not included in the National Curriculum Science Orders. In these cases alternative work would be set.

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

- **Child Protection / Confidentiality**

We recognise the need for trusting relationships between parents, teachers and children for the effective delivery of Sex and relationships education and for to this end aim to respect individual confidentiality. Nevertheless teachers need to be aware that effective SRE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. In this case the staff member will inform the Head Teacher / Designated Teacher in line with the School and LA procedures for child protection and a member of staff cannot promise confidentiality if such 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, 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 – for example arranging a meeting with the school nurse.

- **Use of visitors**

Where appropriate we recognise and appreciate the value of visiting expertise in the delivery of relationships and sex education and when appropriate we welcome the input of professionals such as the school nurse. However we are also aware of the importance of delivering SRE in a secure and familiar environment built on trust between teacher and children. We believe, as stated in the DfE Sex and Relationships Education Guidance (2000): "Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator's and class teacher's responsibility to plan the curriculum and lessons."

- **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. This differentiation will be clearly stated in teachers' planning for such sessions.

Monitoring and Evaluation

Monitoring is the responsibility of the Head Teacher and governors on the performance and standards committee. The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents.

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