

SEX AND RELATIONSHIPS EDUCATION (SRE) POLICY

INTRODUCTION: THE IMPORTANCE OF SEX AND RELATIONSHIPS EDUCATION IN THE CURRICULUM

“Sex and Relationships Education is lifelong learning about physical, moral and emotional development. It is about understanding 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.” (DFE July 2000)

Our children learn about sex and relationships from a young age, even if we don't talk with them. Some of the things they learn are incorrect, confusing and frightening. In a world where sex is used to sell things from food to fast cars, and celebrities' lives become everyone's business, we should talk to our children to help them make sense of it all.

As well as this, in the UK we have the highest rates of teenage pregnancy in Western Europe. We also have high rates of sexually transmitted infections (STIs). Effective SRE does not encourage early sexual experimentation - but it does enable young people to mature, to build up their confidence and self-esteem and to understand the reasons for delaying sexual activity until they are ready.

Parents and carers are the key people in their child's learning about sex and relationships and schools should always work in partnership with home. Parents and carers need to know that the school's SRE programme will complement their role and support them in the education of their child regarding sex and relationships. Each of the schools in our federation will ensure that parents' and carers' views are heard and that taught SRE is culturally appropriate and inclusive of all of our children.

AIMS AND OBJECTIVES

There are three main elements to our SRE programme:

- Gaining knowledge and understanding
- Developing positive attitudes and values
- Extending personal and social skills

In our schools, we have a commitment to ensure that our programme is relevant to all pupils and is taught in a way that is age and stage appropriate.

The objectives of Sex and Relationship Education in our schools are:

- To enable our pupils to make responsible, informed and healthy decisions about their lives, both now and in the future.
- To teach our pupils to respect themselves and others so they can move confidently from childhood through to adolescence and into adulthood.
- To provide a supportive learning environment in which pupils can develop their feelings of self-worth and confidence, especially in relationship to others.

EXPECTATION IN SRE

Our schools have a statutory duty to teach the following as part of the National Curriculum Science Orders

Key Stage 1

- notice that animals, including humans, have offspring which grow into adults

Key Stage 2

- 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.
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Parents do not have the right to withdraw their child/children from these above aspects of the Science curriculum.

Foundation Stage

Children learn about the concept of male and female and about young animals. 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 the 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 RE and Citizenship, 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. In RE and Citizenship, 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.

TEACHING AND LEARNING

A designated teacher will have overall responsibility for the provision of the programme, for monitoring developments within sex education and for recommending to governors any amendments that they feel necessary and appropriate.

- Parents will receive prior notification of the SRE Programme to enable them to discuss issues with staff or their own children.
- Materials used in the SRE Programme will be available to parents on request.
- Parents may withdraw their children from all or part of the school's SRE Programme if they wish.
- The SRE Programme will cover aspects of personal hygiene, puberty, menstruation, pregnancy and birth.
- The children will be taught in both single and mixed gender groups as appropriate.
- If questions are asked by children outside the SRE Programme, the designated sex education teacher will use her discretion in answering them in an appropriate manner and at an appropriate and suitable time.
- Every child – including those with protected characteristics (*see Equality Policy*) is entitled to receive SRE.
- 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.
- The school's SRE Policy is subject to annual review.

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 or one which is beyond the Key Stage 2 objectives, provision will 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 PSHE co-ordinator's and teacher's responsibility to plan the curriculum and lessons."

Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11

When appropriate, visitors such as the school nurse may be involved in the delivery of sex and relationship education, particularly in Key Stage 2.

Inclusion

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.

ORGANISATION OF SRE (based on a rolling programme to be set by each school)

The Sex and Relationships Education Programme (SRE) is organised by the designated school leader for SRE.

Grid of rolling programme of RE in each school

ASSESSMENT AND RECORDING

In Science, as a core subject the teacher makes termly assessments against the year group expectations. We provide annual reports based on the assessment of children's learning. Reports provided a brief summary of the work covered, a summary of the standards achieved and how the child can improve their learning. We also recognise that some of the most important learning in SRE (*e.g. how SRE contributes to social and moral development*) cannot be formally assessed.

CONSULTING WITH PARENTS

Materials that will be used in the school's SRE Programme can be seen by parents in school on request to the designated teacher with responsibility for coordinating sex and relationship education.

The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to discuss the content of the lessons and to view the videos 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 - alternative work will be set.

RIGHTS OF WITHDRAWAL

We firmly believe that SRE is an important subject in children's learning. We fully recognise the legal right of parents to withdraw their children from those aspects of sex and relationship education not included in the National Curriculum Science Orders. Following the consultation process, we would encourage parents to contact the Head of School if they have any concerns about the SRE provision and practice at the school.

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 Child Protection person in line with the LA procedures for child protection.

A member of staff cannot promise confidentiality if concerns exist.

MONITORING AND EVALUATION

The Head of School, link governor and designated teacher with responsibility for SRE will monitor the implementation of this policy and identify areas for development and make recommendations to the Governors with regard to this policy.

The Governors will receive an annual report on the implementation of this policy from the school leadership team.