



**Aim High....Fly High!**

Name of Policy	Sex and Relationship Education Policy
Date last reviewed	April 2015
Date to be reviewed	April 2017 (Review pending – awaiting new Government legislation)
Governor Committee	FGB – Approved 30/4/2015
Key Member of staff	Headteacher
Statutory	Yes



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## **Sex and Relationship Education Policy**

### **Sex and Relationship Education background information**

The Government currently state (updated October 2014) that it is for Governing bodies and Headteachers of maintained primary schools to decide whether SRE, beyond that set out in the National Curriculum Science, should be included in the school's curriculum and if so what it should consist of and how it should be organised. Governors will approve the resources to be used. Although it is statutory to have a SRE policy it is not a legal requirement to teach SRE to children under 11. However, DfE believe that it is an important part of Personal, Social and Health Education (PSHE) and issue various guidance to primary schools.

Our school is part of the Ely Diocesan Board of Education which acknowledges the importance of SRE in church schools as well as in the home. The Diocesan Board confirms that the authority and responsibility for decisions regarding SRE lie with the Governing body and Headteacher of a school. Pupils' PSHE development is all promoted in the supportive Christian ethos of a church school, where all are respected, valued and encouraged. Further statements and guidance from the Diocesan regarding SRE can be found on their website.

SRE is lifelong learning about physical, moral and emotional development. It is about understanding the importance of stable family life, which may include marriage, 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 SRE Guidance July 2000.) Research demonstrates that good comprehensive sex and relationship education does not make young people more likely to enter into a sexual activity. Indeed, it can help them learn the reasons for and the benefits to be gained from a delay.

### **Working with Parents**

Our school works in partnership with parents. ***It is our aim that the school's SRE programme will complement and support their role as parents.*** In our school we believe that it is important that in Upper KS2, before moving to secondary schools, young people's ongoing emotional and physical development is supported effectively.

Section 405 of the Education Act 1996 **enables parents to withdraw their children from all or part of sex education other than the sex education that is in the National Curriculum (such as the biological aspects of human growth and reproduction that are essential elements of National Curriculum Science).** *Any parent who wishes to exercise this right should, in the first instance, contact the Headteacher to discuss the matter.* There is a standard DfE pack available to parents who choose to withdraw their children from Sex Education. Our school will make alternative arrangements for children whose parents have chosen to withdraw them.

### **Sex and Relationship Education in our School**

In our school the objective of Sex and Relationship Education (SRE) is to help and support young people through their physical, emotional and moral development. Our programme is firmly embedded in the (PSHE) curriculum and will help young people learn to respect themselves and others, and move with confidence from childhood through adolescence into adulthood. We use the Cambridgeshire County Council scheme of work as a basis for PSHE.



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### **Our aims**

To enable our young people to:

- develop confidence and responsibility, and make the most of their abilities;
- be prepared to play an active role as citizens;
- develop the skills for a healthier safer lifestyle;
- develop good relationships and respect differences between people;
- develop confidence in talking, listening and thinking about feelings and relationships;
- develop and use communication and assertiveness skills to cope with the influences of their peers and the media;
- be able to name the parts of their bodies and describe how their bodies work;
- respect and care for their bodies;
- be able to protect themselves and ask for help and support;
- be prepared for puberty.

### **The teaching of Sex and Relationship Education**

We believe that the best possible form of education is delivered by the teachers who know our young people well and are aware of their needs. At times we will use outside visitors to support the class teacher. There will be close liaison between any visitors and the teacher in charge, and no visitors will be left alone to run a lesson without a teacher being present.

Our teaching methods take account of the developmental differences of children, particularly in upper KS2 (Years 5 and 6). We recognize that at times it will be appropriate for discussion to take place in small groups, which may be single sex. For some children it is not culturally appropriate to address certain issues in mixed sex groups. Our teachers will plan a variety of activities, which will help to engage boys as well as girls, matching their different learning styles. Teachers will plan and work in ways which meet the individual needs of children including those with Special Educational Needs or learning difficulties. Children in Year 5 and 6 are encouraged to discuss what they have been taught at school with parents if they wish but are requested not to discuss SRE matters with younger siblings or younger children in the school as it would not be considered appropriate for their age.

### **The teaching programme for Sex and Relationship Education**

Through our SRE teaching programme we will help young people to respect themselves and others, and understand difference. In accordance with the DfE SRE Guidance July 2000, and within the context of talking about relationships, our young people will be taught about the nature of marriage and mutually supportive relationships. Therefore our young people will learn the significance of marriage and stable relationships as key building blocks of community and society. Teaching in this area will be sensitive so as not to stigmatize young people on the basis of their home circumstances.

**Puberty** - At our school the SRE is set within the context of PSHE which means that as our young people reach puberty they will know and understand that they will change and develop, and will have confidence in managing the physical and emotional changes.

**Menstruation** - The onset of menstruation for girls can be alarming if they are not prepared. At our school our teaching programme includes preparation for menstruation and we will also make adequate and sensitive arrangements to help girls cope with menstruation, ensuring that they know who to tell and how. We will also ensure that the school environment is conducive to privacy when dealing with requests for sanitary protection and disposal.

### **Answering difficult questions**

Sometimes one of our children will ask a difficult or explicit question in the classroom. At our school individual teachers will use their skill and discretion in these situations.



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### Confidentiality

In our school we have clear and explicit guidelines which staff, pupils and parents understand. In the classroom this takes the form of ground-rule setting as a first step. As a governing body we feel that it is important to state that teachers cannot guarantee absolute confidentiality. We reassure pupils that if confidentiality has to be broken they will be informed first, their best interests will be maintained and that they will be supported appropriately. If there is any possibility of abuse we will follow the school's child protection procedure. ***The Safeguarding and Child protection policy is available on our website.*** There are extremely rare occasions when a primary aged child who is sexually active *or* is contemplating sexual activity approaches a Primary school teacher directly. If this occurs in our school it will be viewed as a child protection issue and will be referred to a designated member of staff for Child Protection (the Headteacher, Deputy head or the SENDCO). The designated member of staff will make sensitive arrangements, in discussion with the child, to ensure that the parents *or* carers are informed. The designated member of staff will address child protection issues and ensure that help is provided for the child and family.

Health Professionals such as school nurses are bound by their professional codes of conduct in a one to one situation with individual pupils, but in a classroom situation they should follow the school's confidentiality and SRE policy.

### Resources

We use many resources to support the delivery of SRE. Teachers are a key resource and will be offered training to develop their own knowledge and skills in this area of the curriculum. We will ensure that we evaluate resources before we use them. *Parents will be invited to preview resources to be used (should they wish to) before their child begins a particular programme of SRE lessons.*

### Criteria for evaluating resources

- Does it fit with our policy for teaching SRE?
- Does it relate to the agreed aims and objectives of this policy?
- Is it suitable for the age, stage and abilities of our young people?
- Does it appeal to the teachers and young people?
- Is its factual content up to date?
- Is it produced by a reputable organization?
- Does it avoid racial, gender and sexual stereotyping?
- Is it well designed and durable?
- Does it conform to the legal requirements of SRE?
- Is it recommended by medical practitioners?

### Review and evaluation

***This policy was reviewed after the first year and thereafter every two years, by Staff and Governors. Due consideration was given to parental comments as well as the results of a survey completed by a large majority of parents. (March 2015)***

***Any changes in government legislation will always influence this policy.***