



Sex and Relationships Education (SRE) Policy

September 2016

Responsibility: Headteacher

Agreed: September 2016

Signed:

To be reviewed: September 2018

SEX AND RELATIONSHIP EDUCATION POLICY

At Somers Park School we value the importance of sex and relationship education to help and support young people through their physical, emotional and moral development. This programme is linked closely to the Policy for Personal, Social and Health Education, Sex and Relationship Education Guidance and the National Healthy School Standard Guidance.

We recognise the partnership of home and school, of parent and teacher, in this important area of personal development.

Sex education is a continuing, developmental process, which includes the exploration of attitudes and values and the development of skills, as well as the presentation of factual knowledge. As with all other learning, it should be gradual and matched to the child's maturity and stage of development.

Sex education teaches children to develop an awareness of, and respect for, themselves and others. It aids the development of positive self-esteem, which will help children to cope with the challenges of personal growth. It enables children to be aware of the personal choices they can make and prepares them to make responsible decisions. It is about exploring feelings and emotions and enjoying confidence in one's own ability.

As part of the sex and relationship education framework, pupils are taught about the nature and importance of family life and bringing up children. Pupils will learn about the significance of stable relationships. Care is taken that no child is stigmatised because of his or her home circumstances.

What is Sex and Relationship Education?

Sex and relationship education is about physical, moral and emotional development. It is about the understanding of the importance of secure and extended relationships for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. Sex education will be dealt with openly with pupils, employ the Somers Park thinking skills policy fully, and all questions from pupils will be listened to carefully and responded to with care and attention for future pupil development.

Sex and relationship education has three main elements.

1. Attitudes and values:
 - ◆ learning the importance of values and moral considerations
 - ◆ learning the value of family life and stable relationships
 - ◆ learning the value of love, respect and care.

2. Personal and social skills:
 - ◆ learning to manage emotions and relationships confidently and sensitively
 - ◆ developing empathy and self-respect
 - ◆ learning to make choices without prejudice
 - ◆ appreciating the consequences of choices made

- ◆ respect for others
 - ◆ recognising and avoiding exploitation and abuse.
3. Knowledge and understanding:
- ◆ learning about and understanding physical development
 - ◆ understanding human sexuality, reproduction, sexual health, emotions and relationships.

The Philosophy of the School

It is the philosophy of Somers Park School that all children experience a planned programme of sex and relationship education that offers them the opportunity to explore attitudes and values, and develop personal and social skills, as well as learning the facts necessary for life.

Aims and Objectives of the Policy

- ◆ To reassure children of their value and self-worth, including aspects of dignity, self-respect and self-restraint.
- ◆ To nurture a responsible attitude towards personal relationships, such as aspects of mutual respect and care, and to develop sensitivity towards the needs of others encompassing fidelity and loyalty.
- ◆ To foster the ability to manage relationships in a responsible and healthy manner.
- ◆ To promote the value of loving relationships and of family life.
- ◆ To provide knowledge of human reproductive processes.
- ◆ To inform children on matters of personal hygiene and related health issues.
- ◆ To encourage exploration of values and moral issues, taking into account the physical and moral risks associated with certain behaviour.
- ◆ To educate against discrimination and prejudice based on sexuality.
- ◆ To empower children to make informed and secure choices about their developing sexuality.

This policy is integrated with the following learning ethos at Somers Park.

- ◆ Equal Opportunities
- ◆ Education for Diversity
- ◆ School Behaviour
- ◆ Spiritual and Cultural
- ◆ Health and Safety
- ◆ Personal, Social and Health Education and Citizenship
- ◆ Safeguarding

Areas of Responsibility

Governors

- ◆ To ensure the legal framework is followed.
- ◆ Parents can have access to the sex and relationship education policy document via the school website.
- ◆ To implement the sex and relationship education policy through the Head Teacher.
- ◆ To implement the bi-annual reviews.
- ◆ To provide a copy of this policy free of charge to any parent who requests one.

Senior Management Team in consultation with the Headteacher

- ◆ To implement the Sex and Relationship Education Policy.
- ◆ To ensure the policy is followed.
- ◆ To liaise with the Governors on the teaching in school.
- ◆ To liaise with parents.
- ◆ To ensure the policy is reviewed bi-annually.
- ◆ To disseminate information to staff.
- ◆ To take advice from all appropriate sources and, where necessary, adapt the policy to meet each individual child's needs

Class Teacher

- ◆ In Year 6 to prepare long and short-term plans to include Sex and Relationship Education in the Curriculum.
- ◆ In other year groups to ensure sex education is included where appropriate in relevant curriculum areas such as science, topics, religious education, PSHE.
- ◆ Pupils in the foundation stage will also have sex education included where appropriate in their learning and individual questions responded to with informed and sensitive learning.
- ◆ To respond appropriately, fully, and using the schools thinking skills ethos, to any questions that may arise in class during lessons that relate to sex education.
- ◆ To ensure the correct resources are available.
- ◆ To respond to the individual needs of children, giving relevant support should a child be experiencing difficulties.
- ◆ To give support throughout the school, when appropriate.
- ◆ To take separate lessons for Year 6 on personal hygiene, menstruation and sex education issues.

Policy, Formation and Consultation Process

The policy has been written following the DfES guidelines *Sex and Relationship Education Guidance* 0166/2000. The parents or guardians of Year 6 children are given the opportunity to see the resources we will use and ask questions of the teachers and withdraw their child if they feel necessary. The Governors agree the policy.

Equal Opportunities

In support of the Equal Opportunities Policy, all Somers Park School pupils, regardless of age, ability, gender or race, have the same opportunity to benefit from the sex education resources and teaching methods.

Organising the teaching related to sex and relationships

Who Will Teach It?

All teaching staff will teach sex and relationship education as part of the Science and the PSHE Curriculum. Opportunities will be provided in Year 6 for separate lessons on physical changes, conception and birth. Other members of staff might be involved in these lessons.

Methodology and Approach

There will be a whole-school approach – from Reception to Year 6. The subject will be taught in a cross-curricular way, encompassing all the elements within Personal, Social and Health Education topics, as well as expanding on human relationships, human and physical development and reproduction, sexuality and the risks of sexual activity.

Dealing with Sensitive Issues

Governors and teachers are in agreement that teachers should answer all children's questions relating to sex and relationship education in an open and factual way, taking into consideration the family background, culture, religious beliefs, and pupils' differing experiences. The Governors expect teachers to use their professional judgement and discretion when faced with, or answering, questions, which they deem to be of a sensitive nature, for example contraception or sexually transmitted diseases.

The following ground rules have been established.

- ◆ Teachers should not enter into discussions about personal issues and lifestyles.
- ◆ Should a safeguarding issue arise this will be reported directly to the DSL Officer.
- ◆ No one (child or adult) has to answer a personal question.
- ◆ Nobody is forced to take part in discussion.
- ◆ In discussion, teachers will promote the knowledge and use of 'accepted' biological names of body parts.
- ◆ Meanings of words are explained in a sensible and factual way.

Somers Park School Programme for Sex and Relationship Education

Sex and relationship education is delivered within the Science Curriculum and the four broad themes within PSHE.

- ◆ Increasing confidence and responsibility and making the most of pupils' abilities.
- ◆ Preparing to play an active role as citizens.
- ◆ Embracing a healthier lifestyle.
- ◆ Developing good relationships and respecting differences between people
- ◆ Children need to know that individuals have rights over their own bodies and begin to develop simple skills and practices, which will help, maintain personal safety.
- ◆ Within the remit of the "Every Child Matters" agenda.

Through sex and relationship education, the children should:

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

Within the Science Curriculum, the children should:

- ◆ know that all creatures, including humans, move, feed, grow, use their senses and reproduce
- ◆ recognise the main external parts of their bodies
- ◆ know that humans and animals can produce offspring, which grow into adults
- ◆ recognise the similarities and differences between themselves and others, and treat others with sensitivity

- ◆ know that the life processes common to humans and other animals include nutrition, growth and reproduction
- ◆ know about the main stages of the human life cycle.

*Parents should be aware that children cannot be withdrawn from these Science lessons

Specific Classroom Arrangements

When planning lessons, teachers should consider appropriate grouping in respect of pupil experience and need. Mixed-gender classes will be the norm for pupils.

Girls are taught separately about menstruation to avoid possible embarrassment.

Curriculum Entitlement

Sex and relationship education will be taught at Somers Park School within PSHE and Science. It is therefore not envisaged that there will be 'one-off' or isolated lessons until year 6, except when a Health Professional is invited to address the children. Children with Special Educational Needs relating to sex education, will have their needs addressed both within the class, and where appropriate, on a one-to-one basis.

Procedures for Reviewing the Effectiveness of the Programme

Topics are reviewed half-termly through medium - term plans and each year through long-term plans. Staff and Governors review the Sex and Relationship Education Policy bi-annually. Parents are invited to comment at reviews.

Resources and Criteria Used for their Selection

The PSHE Co-ordinator, in consultation with teachers and Governors, chooses all resources. Advice is taken from appropriate sources. Parents' comments are taken into consideration.

Specific Issues

Child Sex Abuse Procedure

The Child Protection Procedures as laid down by the Worcestershire LA are followed. All referrals, whatever their origin, are taken seriously and considered with an open mind, which does not pre-judge the situation. The procedures adopted within the LA area for handling cases of neglect, physical, emotional or sexual abuse, and failure to thrive, involving children and young persons, are based on the principle that the interests and welfare of the child or young person are of paramount importance. Confidentiality should not prevent action being taken if the child is 'at risk'. Teachers listen sympathetically to anything a child tells them in confidence; however, if a teacher believes that a child is at risk, the appropriate people will be contacted – in accordance with the Safeguarding Policy. A copy of this is available for parents.

Complaints Procedure

If a parent or guardian has any cause for concern about the Sex Education Policy, they should approach the Head Teacher and staff. If the concern cannot be resolved, the Governors can be contacted.

Working with Parents

Somers Park School seeks to work in partnership with parents through consultation and support. Parents are vital in teaching children about sex and relationships, maintaining the culture and ethos of the family, helping children to cope with the emotional and physical aspects of growing, and preparing them for the challenges and responsibilities that sexual maturity brings.

The school can, if asked, support parents in helping children learn the accepted names of the body, talking with the children about their feelings and relationships, and answering questions about growing up, having babies, relationships and sexual health.