



Sex and Relationships Education Policy

Amended by:	Laura Willcocks
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Rationale

Sex and Relationships Education describes the teaching and learning we offer to the young people in our schools, helping them to understand their own and others feelings and bodies, and to develop skills for relationships and informed decision making. We believe that SRE is the entitlement of all young people and we are committed to deliver it within the context of a broad and balanced programme of health education, supporting them in learning about different faiths and cultures and underpinned by values promoting equality and respect.

The understanding of sex and relationships is an on-going process, and needs to be age appropriate. At the earliest age in school, this means an understanding of feelings, and openness to discussion about self and others. It means awareness of bodies, similarities and differences, and the fact that we need to respect what we do with our bodies. Children need to understand the process of growing and developing, and the basis of life-cycles, and how this relates to animals and plants as well as humans.

Aims

SRE in the schools will contribute to the requirements of the DfEE Guidance (2000), and the recommendations from the OFSTED Report, 'Sex and Relationships' (2002). It is also in line with recommendations for best practice, as part of the National Healthy School Standard. In our federation we aim through implicit and explicit learning experiences to:

- Ensure that Sex and Relationships Education is integrated into the curriculum and not isolated, taken out of context or over emphasised in any way
- Foster self-esteem and respect for others as the cornerstone of good health education and of therefore, good sex and relationships education
- Nurture a partnership between caring adults – governors, teachers, ancillary staff and parents – to ensure sensitive support for young people as they grow and mature
- Ensure young people have the ability to accept their own and others' sexuality
- Encourage young people to enjoy relationships based upon mutual trust and respect, free from any abuse
- Generate an atmosphere where questions and discussion can take place freely
- Adopt a whole school approach to SRE
- Promote the spiritual, moral, cultural, mental, physical and social development of pupils at the school and of society
- Prepare pupils for the opportunities, responsibilities and experiences of life

The school will work towards this aim in partnership with its young people and parents.

The aim of the SRE policy is to clarify the content and the manner in which SRE is delivered in our schools.

Teaching and Learning

Within the taught and broader curriculum, including whole school opportunities i.e. the whole school environment, pupils will be given frequent and regular opportunities to work on feelings and to practise personal and interpersonal skills. We value and respect the learning that occurs in the community and in the home, believing that these, alongside school links, are essential dimensions of sex and relationships education. It is important to involve, whenever possible, and certainly to inform parents. Parents have the right to withdraw their child from SRE provided outside of National Curriculum Science.

SRE has three main elements:

1. Attitudes and values

- learning the importance of values and individual conscience and moral considerations
- learning the value of family life, marriage and stable and loving relationships for the nurture of the children
- learning the value of respect, love and care
- exploring, considering and understanding moral dilemmas
- developing critical thinking as part of decision making

2. Personal and social skills

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- learning to make choices based on an understanding of difference and with an absence of prejudice
- developing an appreciation of the consequences of choices made
- managing conflict
- learning how to recognise and avoid exploitation and abuse

3. Knowledge and understanding

- learning and understanding physical development at appropriate stages
- understanding human sexuality, reproduction, sexual health, emotions and relationships

See Appendix A for an outline of the Programme of Study

Organisation

- **Delivery**
There are thoroughly planned aspects within Science, PSHE and Religious Education curriculum, addressing moral and ethical issues, which may arise from apparently unrelated topics in all National Curriculum subjects. Within this category, as long as any discussion takes place within the context of the National Curriculum subject, it will not be deemed to be part of the SRE programme and therefore not subject to the parental right of withdrawal.
- **Teaching Approaches**
A variety of approaches are used to give pupils relevant information; to enable moral issues to be explored through discussion; and to acquire appropriate skills.
- **Pupil Groupings**
It is expected that the majority of learning and teaching will take place in mixed ability grouping. However, if appropriate, for example 'Mothers and Daughters' discussion for Year 4s, single sex groupings accompanied by parents, will be used.
- **Assessment**
Young people's progress and learning in SRE will be regularly assessed against the appropriate learning outcomes, using a variety of methods.
- **Resources**
A wide range of teaching resources are listed in the Scheme of Work and are readily available to teachers. They can also be inspected by parents and governors through liaison with the Co-ordinator.
- **Staffing**
Importance of staff feeling comfortable with, and knowledgeable about the subject matter; training for staff; support through school in-service training; staff asked to teach within the federation's value framework.

Confidentiality and Advice

- Making sure that pupils and parents or carers are aware of the school's Confidentiality Policy and how it works in practice
- Reassuring pupils that their best interests will be maintained
- Encouraging pupils to talk to their parents or carers and giving them support to do so
- Ensuring that pupils know that teachers cannot offer unconditional confidentiality
- Reassuring pupils that, if confidentiality has to be broken, they will be informed first and then supported as appropriate
- If there is any possibility of abuse, following the school's Child Protection Procedure
- Making sure that pupils are informed of sources of confidential help, for example, the school nurse, counsellor, GP or local young people's advice service
- Using ground rules in lessons

Relationships

Within the context of talking about relationships, children should be taught about a wide range of relationships and different family arrangements, and emphasising the positive qualities of family life in all its variety of forms. They must be taught to recognise the need for commitment, trust and love in meaningful relationships.

The programme focuses on meeting the SRE needs of boys and young men as well as girls and young women.

Special Educational Needs

Young people with special educational needs will be given help to develop skills as part of a whole school inclusive programme. Where relevant they will be given additional support to reduce the risks of being abused and exploited and to learn what sorts of behaviour are, and are not acceptable. Work may be planned in different ways in order to meet the individual needs of young people with special educational needs.

Monitoring and Evaluation

- Staff will be involved in the monitoring and evaluation of SRE on a regular basis.
- A nominated governor will have a link role between the school and the governing body

Links to other Policies

These include:

- PSHE & Citizenship
- Equal Opportunities
- Child Protection
- Anti-bullying
- Confidentiality

Appendix A

Programme of Study for teaching Sex and Relationships at Potton Federation.

Foundation Stage/Year 1:

- People in my life – what they do for me and I do for them.
- My moods – feeling happy, sad...
- Friendships – what is a friend, how do I make friends
- Loss and mourning – a person, a pet, related to relevant experiences of the children
- Keeping safe – dangers I might come up against and saying no
- My body and other people's bodies – similarities and differences
- The beginning of life – me, animals and plants
- Ageing – how we know things are alive or dead, old or young

Year 2:

- Changes as we grow
- Different types of families
- Feelings in the family – love, care, etc
- What helps people to get along with each other – listening, sharing
- What makes me happy
- What I like or don't like about other people and what they feel about me
- Keeping safe
- Caring for myself – hygiene, sleep, exercise
- People who help me to care for myself
- Inside my body – the functions of lungs, heart, stomach, etc

Year 3/4:

- Feelings- things which make me happy, sad, embarrassed, scared
- Difficult situations – teasing and bullying
- How babies begin, how they are born and how they grow
- Family trees
- Keeping healthy, exercise and diet
- Friendships – who our friends are and how we make and lose friends
- Making decisions – influences on me and peer group pressure
- Keeping safe
- Lifestyles in the class and community – differences in others and how we feel about differences.

Year 5/6:

- Transition – covers how to make the change from Lower school to Middle school
- Health and wellbeing – covers emotional, mental and physical wellbeing; changes during puberty; how to respond to an emergency and influences on wellbeing
- Relationships – covers how to maintain a variety of healthy relationships; how to deal with emotions in different relationships; how to recognise negative relationships including bullying and equality and diversity
- Living in the wider world: economic wellbeing and being a responsible citizen – covering rights and responsibilities, different groups and communities, respecting and protecting the environment and monetary wellbeing

Year 7/8:

- How to manage transition
- How to maintain physical, mental and emotional health and wellbeing including sexual health
- About parenthood and the consequences of teenage pregnancy
- How to assess and manage risks to health and to stay, and keep others, safe

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- How to identify and access help, advice and support
- how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills
- How to recognise and manage emotions within a range of relationships
- How to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters
- About the concept of consent in a variety of contexts (including in sexual relationships)
- About managing loss including bereavement, separation and divorce
- To respect equality and be a productive member of a diverse community
- How to identify and access appropriate advice and support