

Sex and Relationship Education Policy

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SEX AND RELATIONSHIP POLICY

THE AIMS OF SRE

The SRE within the school aims to provide opportunities for pupils to develop the skills, knowledge and understanding they need to lead confident, healthy, independent lives and become informed and active citizens.

SRE education is lifelong learning about physical, moral and emotional development. It is about the understanding of 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.

OBJECTIVES

- To develop pupils' confidence and self esteem
- To develop pupils' knowledge about healthier and safer lifestyles in order that they are able to make decisions based on that knowledge and understand the potential outcomes and consequences of their decisions
- To enable pupils to develop the ability to form positive, non-exploitative relationships
- To emphasise the role and value of family life
- To develop knowledge about sexual health and relationships
- To inform pupils of where they can go for further information and advice
- To provide opportunities for young people to develop understanding of, and respect for, difference
- To meet Government requirements on education about HIV/AIDS and other sexually transmitted infections

MORAL AND VALUES FRAMEWORK

The sex and relationships education programme will reflect the school ethos and demonstrate and encourage the following values:

- Respect for self and others
- Respect for difference
- Responsibility for their own actions
- Responsibility for their family, friends and wider community
- The rights of the individual
- Equality

DELIVERY

The sex and relationships curriculum will be delivered **at primary class teachers and in secondary** through RESPECT and science by the designated specialist team.

METHODOLOGY

The work in this area of the curriculum will be delivered within the aims and objectives stated above and delivered though inter-active methods e.g. group work, role play and discussions. The use of worksheets, except to reinforce learning or test knowledge, is not encouraged. The use of discriminatory language, stereotyping and/or abuse will be challenged consistently.

CLASSROOM ARRANGEMENTS

The work will be delivered in mixed gender and ability groups. All teaching groups will develop ground rules for the teaching and learning of SRE which will be displayed and actively used in every classroom.

CURRICULUM

Regular needs assessment exercises, together with staff and pupil evaluations of the programme, will inform planning, content and delivery of lessons.

The SRE programme is based on five underlying principles:

- SRE will be factually accurate and evidence based, reflecting the latest medical evidence available.
- SRE will be appropriate to the age, physical and emotional maturity of pupils and programmes will build on learning year by year.
- SRE will promote equality, inclusion and acceptance of diversity in keeping with the Equality Act 2010.
- SRE will promote strong, stable and respectful relationships between people.
- SRE will provide young people with a clear sense of rights and responsibilities, including relevant issues such as consent, together with the skills needed to access their rights.

CONTENT SUMMARY

Families and people who care for me

By the end of primary school, pupils will know:

- That families are important for them growing up because they can give love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other

family members, the importance of spending time together and sharing each other's lives.
- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

By the end of primary school, pupils will know:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, but that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust.
- How to judge when a friendship is making them feel unhappy or uncomfortable.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

Respectful relationships

By the end of primary school, pupils will know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.

- The importance of self-respect and how this links to their own happiness.
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

By the end of primary school, pupils will know:

- That people sometimes behave differently online, including pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

Being safe

By the end of primary school, pupils will know:

- What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
- About the concept of privacy and the implications of it for both children and adults.
- That it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard.

- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to seek advice, for example, from their family, their school and other sources.

ASSESSMENT

Assessment opportunities are built into the programmes of study in order to measure progress in knowledge and understanding, skills and attitudinal development. Assessment of SRE complies with the school assessment policy and will include self, peer and teacher assessment.

PROVISION FOR PUPILS WHO ARE ABSENT

As far as possible staff will ensure that absent pupils make up missed work, if necessary in one to one sessions

ACCESS TO SERVICES

The programmes of study will include up to date information regarding access to sexual health services in the local community. Helping young people to access confidential health advice services enables schools to make a significant contribution to helping all young people to achieve the 'Be Healthy' and 'Staying Safe' outcomes set out in Every Child Matters.

SELECTION OF RESOURCES

Schools will be following the Christopher Winter scheme of work.

TRAINING

Staff delivering SRE are encouraged to apply for courses as appropriate and will be supported by the trust where possible in areas where development is needed. Observation and feedback of teaching and learning between members of the team is also encouraged.

PARENTS

The school is committed to working with parents as part of its work towards being a healthy school. Parents can, under section 405 of the Education Act 1996, withdraw their child from sex and relationship education lessons:

"if any parent of any pupil……requests that s/he may be wholly or partly excused from receiving sex education at the school, the pupils shall, except, in so far as the education is comprised in the National Curriculum, be so excused accordingly until the request is withdrawn."

Parents wanting to exercise this right are invited to see Mrs H Law who will explore their concerns and discuss any impact that such action may have on the child, including the possible negative experiences or feelings that may result.

Sex and relationships education materials will be available to parents who wish to view the content of the programme.

CONFIDENTIALITY

Teachers cannot offer or guarantee pupils unconditional confidentiality. Should issues of a sensitive nature arise, the school, whilst providing maximum support for the pupil, will aim to involve parents and/or any relevant support agency.

Young people should be made aware that 'confidences' may be shared if that is seen to be beneficial for the young person's well-being and/or the teacher's ability to deal with the issue.

Reference should be made to the Child Protection Policy.

ANSWERING DIFFICULT QUESTIONS

Teachers should establish with the young people, a set of ground rules so that young people are aware of the parameters. For example:

- If a question is too personal, remind the pupil about the ground rules
- If a pupil needs further support, refer them to the school nurse, counsellor, helpline or an outside agency or service
- If a question is felt to be too explicit, acknowledge it and meet with the young person later
- If the answer to a question is not known – say so. The class and teacher can research the information together
- Any concern about sexual abuse should be followed up under the Child Protection Policy Procedures

MONITORING AND EVALUATION

SRE lessons will be monitored and evaluated through observation, team teaching and pupil evaluations.

Pupils and staff will be consulted regularly about the content and delivery of the SRE programme. This will inform any further policy development and the tri-annual review. Parents will be consulted through the Healthy Schools Group.

A **pupil focus group** will meet regularly to monitor the programmes of study. Their findings will be used to inform future planning.