



**THE FEDERATION OF
LOWER HALSTOW & NEWINGTON CEP SCHOOLS**

Policy and Guideline for Sex and Relationship Education

Approved	Team	Review Date
Jan 2014	L&D	Spring 2015
May 2015	L&D	Spring 2017

Introduction

What is Sex and Relationships Education (SRE)?

“It 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.

The Federation is built on firm Christian principles embracing the ‘Golden Rule’ – to love our neighbours as ourselves. The Federation encourages respect for others, ourselves and our community, both locally and globally.

Children are encouraged to be self-disciplined and to be motivated towards their own learning enabling them to become independent learners preparing them for life in the 21st century. A dedicated team of Teachers and Support Staff, led by the Heads of School and Executive Headteacher, give the children an excellent start at school and they thrive in the happy community atmosphere.

Links to other Policies and Documentation

The SRE Policy is part of the PSHE Policy. See also the Safeguarding Policy and File, Equal Opportunities, Health and Safety and Behaviour.

The Policy references:

DfE Guidance for Schools (0116/2000).

Ofsted ‘Sex Relationships’ (2002).

National and local guidance.

What does the Policy do?

This SRE Policy explains the aims of SRE within Personal, Social, Health Education and Citizenship (PSHE). It also describes what we teach and the approaches we use.

This Policy helps ensure that the whole Federation community (parents, staff, governors and pupils) have a shared understanding of this important area of the curriculum. Work on SRE is a requirement for National Healthy Schools status, which has been achieved across the Federation.

Policy Development and Consultation Process

This document has been written with the purpose of informing teachers, governors and parents of the school's policy on Sex and Relationship Education and to ensure that a consistent approach is used by all teachers and outside agencies when this area is covered. This Policy has been developed following discussion with all Staff. Close reference has been made to the DFE document 'Sex and Relationship Education Guidance 2000'.

Aims and objectives of Sex and Relationship Education

SRE has three main elements enabling pupils to:

- Explore their own and other people's attitudes and values.
- Develop and practise personal and social skills.
- Increase their knowledge and understanding.

SRE within our school aims to provide opportunities for pupils to develop the skills, knowledge and understanding they need to lead confident, healthy, independent lives and become active and informed citizens. Information will be delivered in an accepting and honest way, which enables young people to contribute, and as deemed age appropriate. Parents will be fully informed of policy and practise.

Sex and Relationship Education will focus on the following:-

Attitudes and Values

- Learning about the values of family life and stable relationships
- Learning the value of respect, love and care
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

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 understanding of differences and with the absence of prejudice.
- Providing opportunities for young people to develop the ability to understand the consequences of their decisions and actions and to manage conflict.

Knowledge and Understanding

- Information about healthier, safer lifestyles.
- Physical development.
- Emotions, relationships and reproduction.

Moral Framework

Pupils will be taught SRE within a framework which models and encourages the following values:

- Being honest with themselves and others.
- Developing a critical awareness of themselves and others.
- Learning to show tolerance, understanding, respect and care for others.
- Developing an awareness and belief in one's own identity.
- Acknowledging and understanding diversity with regard to religion, culture and sexual orientation.

Statutory Requirements and Provision

SRE will be taught throughout the Foundation Stage and Key Stage 1 and 2. It is taught as part of PSHE and through SEAL.

Curriculum content:

In Key Stage 1, the focus will be on children being able to understand the importance of:

- Self esteem
- The concept of growth and change
- Showing respect
- Relationships – family, friends; understanding others and respecting difference
- Feelings
- Personal hygiene
- Knowing places that are safe and where to go for help
- Making safe choices – saying no, when to keep a secret, when to tell
- Knowing that we have rights over our own bodies.

In Key Stage 2, the focus will be on children being able to understand the importance of:

- Life changes
- Self esteem
- Respect for their own and others bodies
- Recognising risk/making safe choices – who has access to their bodies?
- Resisting unwanted peer pressure
- The influence of the media
- How to access help
- Feelings and emotional change (linked to puberty)
- Bullying
- Relationships (family, friends, love, marriage)
- Understanding differences
- Preparation for sexual maturity and the process of conception and birth
- How changes at puberty affect bodily hygiene

Teaching Methods

The issues explored in SRE will be explored using a variety of teaching methods including:

- Knowledge provided by the teacher.
- Circle time.
- Individual and group enquiries.
- Questions and answers.
- Links with outside agencies.

Year 6 SRE will be taught in conjunction with the School Nurse. There will be two specific teaching sessions in the Term 6. In the first of these, the children will be shown a video called 'Growing Up'. During the second teaching session, children will be given the opportunity to ask questions and discuss matters raised in the video. The children will be separated by gender for this session, which will be led by the School Nurse and Year 6 teacher.

The Life Education Centre will also be used to compliment classroom delivery.

Working with Parents and Carers

Parents and Carers have an especially important role to play in SRE. They need to feel confident that the Federation's programme compliments and supports their role. Parents are the key people in teaching their children about sex and relationships; maintaining the culture and ethos of the family; helping their children cope with the emotional and physical aspects of growing up; and preparing them for the challenges and responsibilities that sexual maturity brings. The schools work in partnership with parents. All parents of Year 6 children are invited to view any material used in the teaching of sex and relationship education. It should be noted however, that parents have the right to withdraw their children from all or part of the sex and relationship education provided at school except for those parts included in the National Curriculum (see Statutory Requirements and Provision). If parents do not wish their child to participate in the programme, they should talk it through with their child and then with either the Headteacher or another senior teacher at the school. A written request will be made to the Headteacher. The relevant school will make alternative arrangements in such cases. (The DFE offers schools a standard pack of information for parents who withdraw their children from sex and relationship education). The Federation Policy for Sex and Relationship Education will be available to any interested parent on request.

Working with Outside Agencies

Where visitors are invited to deliver aspects of the SRE programme, they will be used to support, not supplant, the role of the teacher and they will always be

accompanied in this lesson by a teacher. There will be discussions before any input, including on confidentiality issues, and joint evaluation afterwards.

Specific Issues

The personal beliefs and attitudes of teachers will not influence their teaching of SRE. Teachers will answer pupil questions appropriately and using their professional judgement, in line with this policy. There is no expectation that any teacher delivering SRE will automatically answer pupil questions, as this may infringe personal boundaries. However, in this instance, pupils will be advised to talk to their parents, another member of staff, or advised as to where they may be able to access information eg help lines, websites, leaflets etc.

If a child makes a disclosure that causes the teacher concern, then they should follow child protection procedures established within the county.

Confidentiality

'Schools must be absolutely clear about the boundaries of their legal and professional roles and responsibilities. A clear and explicit confidentiality policy should ensure good practice throughout the school which both pupils and parents understand. Teachers cannot offer or guarantee absolute confidentiality'.

'It is only in the most exceptional circumstances that schools should be in the position of having to handle information without parental knowledge'.
(Sex and Relationship Education Guidance'. DFE Ref 0016/2000 pg 30).