

KING'S OAK PRIMARY SCHOOL



SEX AND RELATIONSHIPS EDUCATION POLICY

2017/2018

Signed by Chair of Governors: *Paul Davies*
Signed by Headteacher: *A.J. England*

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Rationale:

Sex and Relationships Education (SRE) describes the teaching and learning, which is offered to the children in our school, which helps them to understand, at an age appropriate level, their own and others' body changes and to develop skills for relationships and informed decision-making. The school believes that SRE is an entitlement for all young people and is committed to its delivery within the context of a broad and balanced programme. This programme incorporates health education, learning about different faiths and cultures and is underpinned by values which promote equality and respect. The programme is designed to:

- Ensure that SRE 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 by association, good sex and relationships education
- Nurture a partnership between caring adults - governors, teachers, ancillary staff and parents – to ensure sensitive support for children as they grow and mature
- Ensure that children have the ability to accept, at an age appropriate level, their own and others' body changes
- Encourage children to enjoy relationships based upon mutual trust and respect, free from any abuse
- Generate an atmosphere where questions and discussion are encouraged
- Promote a whole school approach to SRE
- Promote the spiritual, cultural, mental, physical and social development of children at the school
- Prepare children for the opportunities, responsibilities and experiences of life

Policy Statement:

SRE is a lifelong process of information acquisition, the development of social skills and the formation of positive beliefs and attitudes about sex, sexuality, relationships and feelings (Sex Education Forum 1999).

DfEE Guidance Document 0116-2000 defines SRE as follows:

It 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. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

Aim:

The schools approach to sex and relationship education is a reflection of its overriding aims to provide opportunities for each child to develop:

- a good preparation for all aspects of adult life
- the skills needed to be a responsible member of society
- a healthy and safer lifestyle
- good relationships and to respect the differences between people
- the skills needed to make real choices and informed decisions

- academic, emotional, physical, social and spiritual development

Sex and relationship education contributes to the foundation of PSHEC by ensuring that all children:

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

(Sex and Relationship Education Guidance, DfES, 2000)

Objectives:

This policy is a working document which provides guidance and information on all aspects of SRE in the school for staff, parents/carers and governors. The document is available on request and is presented in a way that is easy to understand to ensure that it is fully accessible to all of these groups.

Teaching and learning

Within the taught and broader curriculum pupils will be given frequent and regular opportunities to work on feelings and practise personal and interpersonal skills. The learning that occurs in the community and in the home is valued and respected, as these, alongside school links, are essential dimensions of sex and relationships education.

It is important to ensure that parents are informed about aspects of SRE and are involved whenever possible. This should incorporate but not be limited to:

- A description of how SRE is provided and who is responsible for providing it.
- The opportunity to review and comment upon the proposed programme of learning.
- Sensitivity towards cultural issues associated with the teaching of SRE.
- A definition of how SRE is monitored and evaluated.
- The parents' right to withdrawal. Parents have a right to withdraw their children from SRE in school except for those parts included in the statutory National Curriculum for Science.

SRE has three main elements:

1. Attitudes and values – Children are encouraged to:

- Learn the importance of values and individual conscience and moral considerations
- Learn the value of family life, and the importance of stable and loving relationships for the nurture of children
- Learn the values of respect, love and care
- Explore, consider and understand moral dilemmas
- Develop critical thinking as part of decision making

2. Personal and social skills - Children are encouraged to:
 - Learn to manage emotions and relationships confidently and sensitively
 - Develop self-respect and empathy for others
 - Learn to make choices based on an understanding of differences and with an absence of prejudice
 - Develop an appreciation of the consequences which can result from specific choices
 - Manage conflict
 - Learn how to recognise and avoid exploitation and abuse

3. Knowledge and understanding
 - Learn and understand physical development at appropriate stages

Content:

At King's Oak Primary School SRE is not taught in isolation, but embedded in the Programme of Study for PSHEC at a level appropriate to the age of the children. The programme has been formulated in line with the framework for PSHEC and the National Curriculum for Science. At lower school level SRE should ensure that all children develop confidence in talking, listening and thinking about feelings and relationships and understand how to protect themselves.

Foundation:

Children learn about the concept of male and female and about young animals. In PSHEC, they develop the skills required to form friendships and think about their relationships with other people.

Key Stage 1

Through work in science children learn about the life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health.

In RE and Citizenship children reflect on family relationships, different family groups and friendship. They learn about the rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

Key Stage 2

In Key Stage 2 pupils learn to express their opinions about relationships; this includes listening to and supporting others and developing a respect for the viewpoints and beliefs of others. Sex Education should be matched to the age and stage of development of the pupils. It should aim to include material about the importance of family life as well as accurate information about puberty and the human life cycle.

Special Educational Needs

Children with special educational needs will not be withdrawn from SRE, but will be given help at an age appropriate level, to develop skills which help reduce the risk of abuse and exploitation. This will help the children learn what types of behaviour are, and are not, acceptable. Work may be planned in different ways to meet the individual needs of children with special educational needs.

Assessment

Assessment in SRE should:

- Be planned from the beginning as an integral part of teaching and learning
- Provide regular opportunities for pupils to give and receive feedback on their progress and achievements, helping them to identify what they should do next
- Involve pupils in discussion about learning objectives and desired outcomes

Teachers may use the following methods to assess learning:

- Self-assessment with pupils writing and drawing an evaluation of their feelings about their learning
- Teacher assessment with teachers observing and listening to the pupils' responses, or assessing their written work, drawings, role play or drama.

Monitoring and Evaluation - The PHSEC Co-ordinator will:

- Monitor and evaluate SRE through discussions with colleagues, the scrutiny of work, lesson observations and discussions with pupils
- Address areas of weakness in the schemes of work highlighted through the monitoring process
- Meet annually with the PSHEC governor to review the SRE policy and the PSHEC Schemes of work.

Confidentiality

- It is recognised that all matters which relate to child protection are confidential and that staff are informed on a need to know basis.
- All staff must be aware that they have a professional responsibility to share information with other agencies to safeguard children.
- All staff must be aware that circumstances may arise where they cannot promise a child that confidentiality will be maintained.