

The Federation Of Angel Road Schools



HAPPY! HEALTHY! AIMING HIGH!

Sex and Relationships Policy

Reviewed and Updated by:

Full Governing Body

at the meeting dated 16.11.17

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Body

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(for policies that cannot be fully
delegated to sub-committees)

Next due for review: **November 2019**

Policy Statement

SRE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings (Sex Education Forum 1999). SRE is an educational entitlement for children and young people and it should support children and young people in managing puberty and adolescence and prepare them for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- Have the confidence and self-esteem to value themselves and others.
- Behave responsibly within sexual and personal relationships.
- Communicate effectively.
- Have sufficient information and skills to protect themselves and their partner from unintended/unwanted conceptions and STIs including HIV.
- Neither exploit others nor be exploited.
- Access confidential advice and support. (*Sex Education Forum 1999*)

Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible decisions about their health and well-being.

Legal Requirements

The 1996 Education Act consolidates all relevant previous legislation and states that all primary schools must provide an up to date policy that describes the content and organisation of SRE provided outside the National Curriculum Science Order. The DfEE Sex and Relationship Education Guidance (2000) supports this legislation and recommends that all primary schools should have a sex and relationship education programme tailored to the age and physical and emotional maturity of the children. Other related policies and documents include the PSHE & Citizenship Policy, Anti-Bullying Policy, Drug Education Policy, Safeguarding Policy and the Promoting Race Equality document.

Aims and Objectives

SRE 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.

In a world where children receive information about sex and relationships from a variety of sources, many of which are inaccurate or 'unhealthy', SRE aims to counterbalance these messages by providing accurate information as part of a supportive programme. It is about demonstrating to children that matters relating to the body and sex can be spoken about in a sensitive and positive way. This helps children feel more comfortable communicating about these matters. This therefore will undoubtedly increase the likelihood of them behaving responsibly in any sexual

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relationship they go on to have, as such responsibility usually requires some kind of communication – with a partner and/or sexual health services.

SRE has three main elements:

- **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 children;
- 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 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.

- **knowledge and understanding**

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- the avoidance of unplanned pregnancy

Equal Opportunities Statement

The school is committed to the provision of SRE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where pupils with Special Educational Needs are given extra support from SEN staff.

Content of SRE

Angel Road Junior has mapped out the SRE programme and medium term plans show the topics covered across the key stage. It forms part of the school's health education and includes elements of citizenship, spiritual and moral development. It is also linked to the school's delivery of the National Curriculum framework for Science. It will be taught in the context of relationships, taking into account pupil development. It will provide information which is easy to understand, relevant and appropriate to the age and maturity of the pupils.

The content of the SRE programme (embedded in PSHE) at Key Stage 2 includes the following topics:

- The physical and emotional changes of puberty
- Sex and reproduction

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- Appropriate behaviour – public and private
- growing up
- naming sexual organs
- personal hygiene
- challenging sexual stereotyping
- challenging homophobia
- considering media messages
- developing a positive body image
- changing relationships as we grow up
- aspirations and how we might see our futures
- different types of relationships
- how to find help and support
- developing emotional literacy
- peer influence and peer pressure
- considering rights and responsibilities
- raising self-esteem and increasing self-awareness
- exploring friendships – making, valuing and maintaining them
- challenging assumptions, stereotyping and prejudice
- communication skills – saying ‘no’ and being assertive, dealing with conflict, negotiation, appreciation

SRE resources are chosen and checked for:

- being inclusive – acknowledging the full spectrum of diversity in society
- positive, healthy and unbiased messages
- age appropriateness
- promoting positive values
- accuracy
- being up to date

Organisation of SRE

SRE is co-ordinated by the school PSHE Co-ordinator and the programme is monitored by the headteacher. It is delivered by all members of teaching staff through

- PSHE lessons
- Planned aspects of Science
- Topics
- Circle time and other class/group discussion time
- Occasional assembly time
- Planned visits from other appropriate adults

All pupils will be encouraged to be fully involved in lessons through the use of active learning techniques such as:

- Brain storming

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- Mind-mapping
- Draw and write exercises
- Discussions
- Drama work/role play

SRE is delivered predominantly by the pupils' class teacher. However, parts of the curriculum are delivered to the children in gender groups in order to minimise any discomfort or embarrassment. In delivering our SRE programme the age, cultural, religious and social backgrounds of pupils will be taken into account in order to ensure that the material is relevant, appropriate and culturally acceptable.

Other Related Policies and Documents

The SRE policy can also be linked to other policies:

- Confidentiality policy
- PSHE Policy
- Safeguarding Children Policy
- Drug Education Policy
- Teaching and Learning Policy
- Inclusion Policy

All the above policy and procedure documentation, as with any other aspect of the school curriculum and organisation, is available for parents/carers to see on request from the school office or can be found on the school website.

Partnership with Parents/Carers

The school is committed to working with parents/carers. All parents/carers of pupils joining the school will receive a copy of the school prospectus which includes a statement on the school's SRE programme and the right to withdraw their children. The school recognises the right of parents/carers (under the Education Act 1996) to withdraw their children from any parts of the school's SRE programme other than elements which are required by the National Curriculum. Those parents/carers wishing to exercise this right are invited to discuss their objections and concerns and reflect on the impact withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed.

Protocol

Pupils' questions are an important part of delivering SRE. It helps them to develop confidence in talking, listening and thinking about sex and relationships. Sometimes an individual pupil will ask an explicit or difficult question in the classroom. It is the policy of the school that:

- No-one (teacher or pupil) will have to answer a personal question
- No-one will be forced to take part in a discussion
- Only the correct names for body parts will be used
- The meaning of words will be explained in a sensible and factual way.

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If a pupil needs further support, the teacher can refer them to the appropriate person, such as a school counsellor, school nurse, helpline, or an outside agency or service. If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and arrange to attend to it later, on an individual basis. In this way, the pupil will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information. To maintain trust and respect, the teacher must ensure they speak with the pupil later.

Teachers should share any concerns about a pupil with the headteacher/and/or the designated Safeguarding member of staff. It may be appropriate to talk to the parents/carers of the pupil and come to a joint agreement about how the concern should be dealt with.

Any visitors who are in school to support the SRE programme will not be left alone with the class/group and will consult with teachers during question sessions. Teachers will consult fully with visitors to ensure the content of their delivery is in line with the school policy and programme of study. Where use is made of adults other than school staff, they will:

- Receive a copy of this policy
- Be fully briefed about the nature of their audience and role

Child Protection

Pupils will be made aware that some information cannot be held confidential and that if certain disclosures are made, certain actions will take place. At the same time, pupils will be offered sensitive and appropriate support. The school's Safeguarding Policy procedures will be followed if there is disclosure or suspicion of possible abuse.

Review & Monitoring of Policy

This policy will be reviewed annually and amended accordingly by the Headteacher and Governing Body so to ensure all current legislation is adhered to. The effectiveness of this policy will be based upon successful whole school implementation.