

# SEX AND RELATIONSHIPS EDUCATION POLICY (SRE)

## Primary Department

|                                      |                                 |                         |                |
|--------------------------------------|---------------------------------|-------------------------|----------------|
| <b>Author</b>                        | Leadership Team                 | <b>Updated</b>          | September 2016 |
| <b>Amended / Reviewed by</b>         | Leadership Team, 2<br>Governors | <b>Next Review Date</b> | September 2017 |
| <b>Adopted by Governing<br/>Body</b> | October 2013                    |                         |                |

### PROCESS

The process of writing and reviewing this policy involved consultation between the Leadership Team, teachers and Governors.

### RATIONALE

Our aim is to present a caring and developmental Sex and Relationships Education (SRE) programme. At Blanche Nevile, the objective of Sex and Relationship Education is to help and support young people through their physical, emotional and moral development. A successful programme will help young people to learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

At Blanche Nevile, we realise that much of the literature published is not accessible to Deaf children and we therefore ensure that our teaching and learning resources are all tailored to meet the needs of our Deaf learners. They also need appropriate vocabulary and language/sign in addition to knowledge and the skills appropriate to their level of maturity and developmental needs.

Central to the SRE programme is the growth of self-esteem and taking responsibility for oneself and one's actions. Sex and relationships will always be taught with due regard to moral and legal considerations and with the explicit values of family life and supportive relationships. To this end the lead subject area in delivering SRE will be Personal, Social & Health Education (PSHE). Furthermore, in teaching about safety and safe touch, there is inevitably a high possibility of disclosure of abuse. Should such disclosures arise, the school's Safeguarding Policy is adhered to in order that appropriate actions are taken to ensure the safeguarding of individual pupils.

While we use Sex and Relationships Education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use Sex and Relationships Education as a means of promoting any form of sexual orientation and teachers will deal honestly and sensitively with sexual orientation, answering appropriate questions and offering support.

It is also important to note that at Blanche Nevile School we realise that although local authorities play an important, supportive role, for example in suggesting materials to aid teachers, ultimate decisions about Sex Education rest with school governing bodies, having regard to the Government's Sex and Relationship Education Guidance and in consultation with parents/carers. This document is a response to this responsibility.

## **VALUES AND AIMS**

Set in the broader context of the development of the whole person, our ethos for SRE reflects the whole school aims of providing a caring community in which young people can learn to respect themselves and others whilst taking responsibility for their own actions. We are committed to the health and safety of all members of the school community and will take action to safeguard their well-being:

### Aims and objectives

- To clarify / reinforce existing knowledge
- To raise pupils' self esteem and confidence, especially in their relationships with others
- To respect and care for their bodies
- To be prepared for puberty and adulthood
- To learn about how humans reproduce
- To learn about the importance of family life
- To discuss moral questions
- To learn about relationship issues
- To respect the views of other people
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives
- To develop skills for a healthier safer lifestyle
- To help gain access to information and support
- To learn about keeping safe whilst using the computer and mobile technology
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media

## **Organisation**

We teach Sex and Relationships Education through different aspects of the curriculum. While we carry out the main Sex and Relationships Education teaching in our Personal, Social and Health Education (PSHE) curriculum, we also teach some Sex and Relationships Education through other subject areas (e.g. Science), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

In PSHE we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty. For example, we tell the boys that their voices will change during puberty and we explain to the girls about menstruation. We encourage the children to ask for help if they need it.

In the **Foundation Stage**, children are taught about feelings, friendships, hygiene and keeping healthy.

In **Key Stage 1** we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other.

In **Key Stage 2** we teach about life processes and the main stages of the human life cycle in greater depth.

In **Upper Key Stage 2** (Years 5 and 6), we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Authority, the NSPCC and relevant deaf organisations about suitable teaching materials to use with our children in these lessons. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children (as stated earlier in this policy).

We arrange a meeting for all parents and carers of children in Upper Key Stage 2 to discuss this particular programme of lessons, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching.

### **The role of parents**

The school is well aware that the primary role in children's Sex and Relationships Education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about the school's Sex and Relationships Education policy and practice;
- Answer any questions that parents may have about the Sex and Relationships Education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Sex and Relationships Education in the school;
- Encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- Ensure learning is culturally appropriate and inclusive of all children. For example, addressing any particular issues in single sex groups;
- Inform parents about the best practice known with regard to Sex and Relationships Education, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parents have the right to withdraw their child from part of the Sex and Relationships Education, *but not that part which is delivered in the science curriculum*. If a parent wishes their child to be withdrawn from Sex Education lessons, they should discuss this with the Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

## **The role of other members of the community**

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Primary Care Trust, such as the school nurse and other health professionals, give us valuable support with our sex and relationships education programme. Other people that we may call on include local clergy, social workers and youth workers.

### The role of the Headteacher

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our sex and relationships policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

## **Monitoring and review**

The Curriculum Committee of the governing body monitors our Sex and Relationships policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the Sex and Relationships programme, and makes a record of all such comments. Governors require the Headteacher to keep a written record, giving details of the content and delivery of the sex and relationships programme that we teach in our school.

### Related Policies

- E-safety
- Safeguarding
- Anti-Bullying
- Curriculum