



# Sex and Relationship Education Policy

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## **1 Introduction**

- 1.1 Our school's policy on sex and relationship education (SRE) is based on the requirements of the Education Act 1996, the Learning & Skills Act 2000 and the DfE document 'Sex and Relationship Education Guidance' (DfES 0116/2000). This continues to be the recommended SRE guidance under the current government (from 2013).
- 1.2 In the DfE document, SRE is defined as 'learning about physical, moral and emotional development'. The guidance states, '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'.
- 1.3 SRE is part of the personal, social and health education (PSHE) curriculum in our school. We have therefore also used the PSHE Association's Programme of Study to help inform the content of our SRE lessons. When we inform our pupils about sex and relationships issues, we do this with regard to morality and individual responsibility, and in a way that allows children to ask and explore moral questions.

## **2 Aims and objectives**

2.1 We teach children about:

- scientific anatomical names
- puberty and the physical development of their bodies as they grow into adults;
- the way humans reproduce;
- respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
- that there are different types of families, all of which have equal value;
- moral questions;
- relationship issues;
- respect for the views of other people;
- sexual abuse, and what they should do if they are worried about any sexual matters.

## **3 Context**

3.1 We teach about sex and relationships in the context of the school's aims and values (see the values statement in the Curriculum Policy). While SRE in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code, and of the values which underpin all our work. We teach SRE on the understanding that:

- it is taught in the context of family life;
- it is part of a wider process of social, personal, spiritual and moral education;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect;
- it makes a significant contribution to our duty to safeguard and protect all children.

In accordance with the principles of the Equality Act (2010), we believe that every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, cultural heritage, disability, sexuality, language needs or special educational needs. It is the intention of this school that we meet the requirements of this act to advance equality of opportunity by providing these important life-skills to all children. We use an inclusive, whole school approach to ensure SRE can be accessed in an age-appropriate way throughout a child's school career.

## 4 Organisation and Content

- 4.1 We teach about sex and relationships through different aspects of the curriculum. While we carry out the main SRE in our PSHE curriculum, we also do some SRE through the statutory science curriculum and other subject areas, such as PE. We believe all these contribute significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.
- 4.2 In PSHE, we teach children about relationships, and we encourage children to discuss the changes that happen as they grow up. We teach about the parts of the body, including the private parts, inappropriate touching, why males and females are different, and we explain to the children what will happen to their bodies during puberty. We encourage the children to ask for help if they need it. By the end of Key Stage 2, we ensure that both boys and girls know why children's bodies change during puberty, how to manage puberty when it happens, and how babies are made and born in the context of an adult sexual relationship. We always teach this with due regard for the emotional development of the children.
- 4.3 Under the science curriculum, teachers inform children about males and females and how a baby is born. In Key Stage 1, we teach children that animals, including humans, produce offspring, which grow into adults, and we also teach them about the main parts of the body. In Key Stage 2, we teach about life processes including reproduction and the main stages of the human life cycle, in greater depth.
- 4.4 We liaise with the Local Authority about suitable teaching materials to use with our children in SRE lessons. Teachers do their best to answer all questions with sensitivity and care.

## 5 The role of parents

- 5.1 The school is well aware that the primary role in children's SRE lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation. To promote this objective, we:
- inform parents about the school's SRE policy and practice;
  - answer any questions that parents may have about the SRE of their child;
  - take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for SRE in the school;
  - encourage parents to be involved in reviewing the school policy, and making modifications to it as necessary;
  - inform parents about the best practice known with regard to SRE, so that the teaching in school supports the key messages that parents and carers give to children at home;
  - make the SRE resources used in our lessons available for viewing.

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

- 5.2 We acknowledge that parents have the right to withdraw their children from all or part of the sex and relationship education taught in the school except for those parts included in the statutory National Curriculum: all children are expected to learn the content of the national science curriculum (see Appendix 1). Parents are encouraged to establish exactly what is covered in the SRE lessons relevant to their child's year group and discuss any concerns about lesson content with staff at the earliest opportunity.

If a parent wishes their child to be withdrawn from any part of our SRE lessons, they should discuss this first with the Headteacher, make it clear which aspects of the programme they do not wish their child to participate in and confirm their request in writing. The school always complies with the wishes of parents in this regard.

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

- 6.1 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 Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our SRE programme.

## **7 Confidentiality**

- 7.1 Teachers conduct SRE lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will deal with it as a matter of safeguarding/child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns. The headteacher will then deal with the matter in consultation with health care professionals (see also our policy on Child Protection).

## **8 The role of the headteacher**

- 8.1 It is the responsibility of the headteacher to ensure that both staff and parents are informed about our SRE 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 about sex and relationships effectively, and handle any difficult issues with sensitivity.
- 8.2 The headteacher/PSHE Lead liaises with external agencies regarding the school SRE programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework.
- 8.3 The headteacher/PSHE Lead monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.

## **9 Monitoring and review**

- 9.1 The Curriculum Committee of the governing body is responsible for monitoring the delivery of our SRE policy. 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 SRE 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 our SRE programme.
- 9.2 This policy will be reviewed every two years, or earlier if necessary.

## **Appendix 1 SRE Elements of the National Science Curriculum (from September 2014)**

### **Key Stage 1 (age 5-7 years)**

Year 1 pupils should be taught to:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Year 2 pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

### **Key Stage 2 (age 7-11 years)**

Year 5 pupils should be taught to:

- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age

Year 6 pupils should be taught to:

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

*'The programmes of study for science are set out year-by-year for key stages 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate. All schools are also required to set out their school curriculum for science on a year-by-year basis and make this information available online.'*

*Department for Education, September 2013*