

## Sex & Relationships Policy

### Introduction

Sex and relationship education (SRE) is 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 about the teaching of sex, sexuality and sexual health. (Sex and Relationship Education Guidance, DfEE 2000)

Research demonstrates that good, comprehensive SRE does not make young people more likely to become sexually active at a younger age. SRE should equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships. (Understanding SRE, Sex Education Forum briefing 2010)

### Consultation

This policy was written in consultation with the PSHE co-ordinator, Governing Body and parents/carers.

### Aims

Newfield School aims to provide children with age appropriate information, explore attitudes and values, and develop skills in order to empower them to make positive decisions about their health-related behaviour. This will take place with consideration of the qualities of relationships within families.

The policy has the following aims:

- To provide the knowledge and information to which the pupils are entitled
- To raise pupil's self esteem and confidence, especially in their relationships with others.
- To help pupils to develop skills (language, decision making, risk assessment, assertiveness) and to make the most of their abilities.
- To develop pupils' understanding of the importance of a healthier safer lifestyle.
- To develop pupils' understanding of pressure from peers and the media, and their ability to resist these.
- To provide a description of how SRE is delivered, monitored and evaluated in the school.
- To help pupils learn to respect and care for their bodies
- To prepare pupils for puberty and adulthood
- To help pupils learn how to gain access to information and support.

The SRE policy will be made available to teaching and non-teaching staff, community partners and any outside visitors who may deliver aspects of SRE and will be reviewed every two years by senior leaders in consultation with the above representatives.

### Objectives

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SRE is delivered as part of the PSHE curriculum;

*...sex and relationship education (SRE) is an important part of PSHE education' (Guidance – PSHE education, DfE, 2013),*

A multi-agency approach that works in partnership with parents and carers is essential for ensuring pupils are safe (*Working Together to Safeguard Children*, DfE 2015). Therefore, pupils should learn the significance of marriage and stable relationships as key building blocks of community and society. Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances.

## Framework

All those who teach aspects of SRE within school, including visitors, are expected to be guided by the following values framework which represents the values held in common by the whole school community. The teaching of SRE will encourage students to:

- Value and respect themselves
- Value and respect others for who they are, not for what they have or what they can do
- Value healthy sexual relationships which are based on mutual respect, care and goodwill
- Value and respect differences in people's religion, culture, sexual orientation, physical and mental ability and social background
- Value and respect their own and other's rights to make choices in sexual relationships after having accepted responsibility for considering the consequences of those choices
- Value stable and loving relationships for the nurturing of children and as the basis of a society in which people care for one another.

The personal beliefs and attitudes of teachers will not influence the teaching of SRE in this school.

## Content

By the end of Key Stage 1, pupils will have had opportunities to experience/ develop skills in:

- Building and maintaining healthy relationships
- Seeing the effect of their behaviour on other people
- Identifying and respecting differences between people
- Different ways in which family and friends care for one other
- Ways of keeping clean
- Naming the main parts of the human body
- Understanding that people grow from young to old

In Key Stage 2/3, pupils will have had the opportunities to experience/develop skills/awareness of:

- Expressing their views and respecting the views of others
- Understanding some of the body and emotional changes that occur at puberty and how they can deal with these in a positive way
- Making judgements and decisions
- Resisting negative peer pressure around issues affecting their health and well being
- Different types of relationship (*e.g. marriage, friendships*)
- Ways in which people can maintain good relationships (for example *listening, supporting, caring*)

At Key Stage 4 and 5, pupils will have opportunities to gain knowledge and develop the skills necessary to:

- Build and maintain healthy relationships including sexual relationships
- Consider their own and other's attitudes towards relationships and sex
- Develop positive values which will guide them in making healthy choices in their future relationships

Cross-curricular links and methodology

SRE is taught within the PSHE curriculum.

A range of teaching methods which involve pupil's full participation are used to teach SRE. These include use of small group work, the media, discussion, case studies, drama and role plays. Ground rules and distancing techniques are used to establish a safe environment to facilitate discussion and students are encouraged to reflect on their learning. Many aspects of SRE are delivered in mixed gender groups but there are occasions when single gender groups are more appropriate and relevant. The updated programme content will be agreed in consultation with governors, parents/carers, and teaching staff.

Body Awareness Sessions

Pupils are chosen to take part in small group, gender specific Body Awareness sessions. These are run by the school counsellor along with a healthcare assistant from the nursing team. The purpose of these sessions is to offer bespoke, stage appropriate learning about their own and others' bodies, appropriate feelings and behaviours and keeping safe. Parents are involved in the content of the sessions.

Working with other professionals

Visitors to school, such as health professionals and specialist community disability nurses, may be invited to plan and contribute to SRE lessons. They will be given a copy of this policy and will be expected to work within the ethos of the school and in line with the learning outcomes of the school's SRE programme. A teacher will be present during the lesson.

Safeguarding

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Staff will always work within school guidance and policy when teaching SRE. The school acknowledges that the curriculum content delivered to students must be individualised and take into account the students levels of understanding, cultural sensitivities and personal circumstances. Teachers and support staff will use the anatomically correct language for body parts, while acknowledging common terms used by some people.

## Ground Rules

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique. Teachers will endeavour to answer questions as honestly as possible, but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs. This may require involving their parent/carer, school health advisor/school nurse or community nurse to offer additional support.

## Resources

Teaching and resources will be differentiated as appropriate to address the range of individual needs of the pupils to ensure they have full access to the content of SRE.

## Monitoring and Evaluation

SRE follows the school monitoring and evaluation procedures of the school (see Teaching and Learning Policy) and parent/carer views are invited at parent consultation sessions.

## Parents/Carers

The school will inform parents/carers when aspects of the SRE programme are taught (this may be in the home/school diary or by letter in some instances) and will provide opportunities for parents/ carers to view the videos and resources being used.

Parents will be informed of their legal right to withdraw their child from SRE via the school prospectus. They will also receive a letter prior to the delivery of any SRE work/instruction. Any parent wishing to withdraw their child will be encouraged to make an appointment with a member of the senior leadership team to discuss the matter. Students cannot be withdrawn from any part of SRE which falls within Statutory National Curriculum Science. Any complaints about the content and delivery of SRE should be addressed to the headteacher (see Complaints Policy).

## Equal Opportunities

All pupils are entitled to receive SRE regardless of ability, gender, race, religious belief or grouping. Through SRE we seek to develop a positive view of female and male sexuality. It is our intention that all children have an opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development, with differentiated provision if required.

Objective discussion about the diversity of personal, social and sexual preference in relationships will take place in SRE and prejudiced views will be challenged in order to encourage tolerance. Any bullying around sexual behaviour or perceived sexual orientation arising from this prejudice will be dealt with as a serious matter.

#### Child Protection/safeguarding

Teachers and support staff need to be aware that effective SRE, which brings an understanding of what is and what is not acceptable in a relationship, may lead to disclosure of a child protection issue. Under common law, young people are entitled to the same duty of confidence as adults. Personal information about them should not be shared without their permission except for the purposes of child protection (see Child Protection and Safeguarding Policies). If staff are concerned about any issues raised or discussed, they should immediately inform the head teacher (Designated Senior Lead for safeguarding/child protection in line with the LA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.