



Sex and Healthy Relationships Policy

Introduction

This policy has been developed through consultation with parents, carers, teaching and non teaching staff, governors and a PSHE/SRE consultant. It has been informed by needs assessments with year groups and classes.

It is the governors' responsibility to ensure that the policy is carried out effectively.

This policy ensures that staff and parents/carers are clear about the statutory requirements regarding SRE and that pupils receive their educational entitlement. It is therefore important that staff and visitors understand that they have a responsibility to implement this policy.

This policy has been informed by the following guidance documents:

- The Children Act 2004
- The Education Act 1996
- The Education Act 2002
- The Equality Act 2010
- Science Programmes of Study KS1 and KS2 (DfE 2013)
- Sex & Relationship guidance DfEE 7/2000
- National Healthy School Standard Guidance (DfEE 1999)
- National Curriculum in England Key Stages 1 and 2 Framework Document (DfE 2013)
- Sex and Relationships Education (SRE) for the 21st Century (supplementary advice to the Sex and Relationships Education Guidance DfEE 2000) from Brook, the PSHE Association and the Sex Education Forum
- Current child protection guidance and the school's safeguarding policy including policies relating to e-safety
- The school's behaviour and equalities policy

Rationale

The teaching of Sex & Relationships Education, using an integrated and consistent approach, is an important aspect of pupils' education, enabling them to make informed choices throughout their development.

Sex & Relationships Education includes planned opportunities to support the development of self-confidence and relationships, enabling pupils to participate harmoniously in the wider community.

We strive to support and promote the achievements and confidence of all pupils. Celebrating everyone's success in a happy, creative environment where differences are valued is a key aim of our school.

Aims

*Effective SRE does not encourage early sexual experimentation.
It should teach young people to respect themselves and others.
(DfE Guidance 2000)*

Sex & Relationships Education is a lifelong process involving the:

- Growth of knowledge
- Development of skills
- Exploration of attitudes

We encourage and support the partnership between home and school in helping children to cope with the physical and emotional aspects of growing up.

We aim to provide knowledge of loving relationships including heterosexual, same sex and those of different gender identities.

In doing this we take into account of the age, maturity and needs of the pupils.

Sex & Relationships Education aims to:

- Help children develop feelings of self-respect, self-esteem, self-confidence, sympathy and empathy.
- Support pupils to understand and express their feelings through providing appropriate vocabulary and communication skills.
- Support pupils to understand how to keep themselves safe.
- Nurture a responsible attitude towards personal relationships including aspects of mutual respect and care.
- Develop sensitivity towards the needs of others.
- Provide knowledge of loving relationships.
- Provide knowledge of human reproductive processes.
- Inform on matters of personal hygiene and related health issues.
- Encourage exploration of values and moral issues taking into account physical, emotional and moral risks associated with certain behaviour.
- Provide information about agencies that can give support and information on health and related issues.

Organisation

Sex & Relationships Education is co-ordinated by the Keeping Healthy Faculty under the guidance of the Senior Leadership Team and is delivered by class teachers with support from a SRE specialist, June Fraser using the SRE Core Curriculum for London: A Practical Resource developed by Young London Matters, PSHE Association and the Government Office for London (January 2009).

The scheme of work is delivered in a variety of ways using a range of teaching and learning styles to support pupil participation and the development of skills, knowledge and attitudes. There may be times when single gender groupings are more

appropriate. This will be at the discretion of the class teacher, who is most familiar with their class' needs.

The scheme of work and resources are available for parents to view on an individual family basis. Parent drop-ins are arranged regularly for parents to view the curriculum and seek advice or discuss the curriculum with senior members of staff or the curriculum specialist. Alternatively, parents / carers are invited to speak to the school office to arrange a suitable time to view the curriculum.

Implementation

Implementation of the Sex & Relationships Education Policy is via:

- Scheme of work (from Nursery to Year 6): The SRE Core Curriculum for London: A Practical Resource developed by Young London Matters, PSHE Association and the Government Office for London (January 2009).
- Discussions, stories and videos (a 'question box' will be available to ask questions anonymously in some activities).
- National Curriculum Science Programmes of Study for KS1 and KS2.
- Assemblies / PSHE curriculum / Circle Time.

As Sex & Relationships Education incorporates the development of self-esteem and relationship as well as safety, pupils' learning does not only take place through the taught curriculum. It occurs through all aspects of school life, including:

Opportunities for social interaction & development (classroom / playground / dining centre / extra-curricular activities / school visits).

Quality of feedback given to pupils on their pastoral and academic achievements.

ICT/Computing curriculum and when using ICT equipment in the classroom, particularly in supporting pupils to recognise ways that they could put themselves at risk through the use of technology.

Pupils cannot be withdrawn from any teaching that is part of the National Curriculum. Parents can withdraw their child from any aspect of Sex and Relationships Education that is not taught as part of the statutory curriculum. Any parent wanting to withdraw their child should discuss this with a member of the Senior Leadership Team and / or Governors.

Harassment and Bullying

Pupils come from a variety of backgrounds and are entitled to learn in a supportive environment, free from fear. Schools have a duty to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual or transgender (LGBT) or who have LGBT families.

The inclusive approach the school takes to the teaching of SRE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect.

Some pupils may use terms associated with sexuality as a way to harass other pupils. This is unacceptable. All staff strongly oppose discrimination and harassment of any kind, including homophobia. These incidents are dealt with and monitored in accordance with our Behaviour and Equal Opportunities Policies. An understanding and celebration of human difference is an important aspect of education and will be given priority in school.

Assessment

The Sex & Relationships Education scheme of work has been developed to include learning objectives and assessment opportunities to enable the teacher to make judgements about pupils' learning and progress.

Monitoring and Evaluating the Policy

The school wide community will be consulted about the implementation of the policy to see how it is supporting, informing and meeting the needs of the pupils. One method of evaluation used is the Annual Parents' Questionnaire (Summer Term).

Confidentiality and Child Protection

Whilst encouraging a trusting relationship between staff and pupils, it is important to remember that complete confidentiality cannot be offered. Should there be any concerns about any individual, the member of staff will share their concerns with a member of the Senior Leadership Team, SENCO or Family Services Team (Designated Persons for Safeguarding and Child Protection) The designated Person will then act in accordance with the school's Safeguarding (Child Protection) Policy.

Answering Difficult Questions

If a child asks a difficult question, the adult will use their professional judgement in deciding how to answer it in an age-appropriate way. This may be through class discussion, individual discussion or encouraging the child to talk to their parent.