



## **Sex and Relationships Education**

### **Introduction**

We have based our school's Sex and Relationships Education (SRE) policy on the DFEE guidance document Sex and Relationship Education Guidance (ref DFEE 0116/2000). In this document, SRE is defined as 'learning about physical, moral and emotional development. It is about the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health'. SRE is part of the science and PSHE curriculum and Values Based Education to give pupils the knowledge, skills, and understanding they need to become confident, healthy, responsible adults.

### **Aims and objectives**

In keeping with the school aims and the National Curriculum programmes of study, the school holds the following aims and objectives for the teaching of SRE.

- ❖ To build on pupils' existing knowledge and experience of their bodies and their understanding of relationships and the world around them, in a responsible and developmentally appropriate way.
- ❖ To help children to be more able to manage puberty and develop the necessary life skills and self-esteem to become confident adults.
- ❖ To enable children to understand about the way humans reproduce.
- ❖ To teach children to respect and value their own bodies.
- ❖ To teach children about the importance of loving relationships and family life.
- ❖ To explore attitudes, values and relationship issues.
- ❖ To teach children to respect the views of other people.
- ❖ To address concerns and misunderstandings children may have gained from the media and their peers.
- ❖ To prepare children for entering adolescence.
- ❖ To lay the foundation for PSHE education at KS3 and KS4.
- ❖ To develop the skills to help pupils protect themselves against unwanted sexual experience.
- ❖ To ensure children understand what they should do if they are worried about sexual matters.

### **Context**

We teach SRE in the context of the school's aims and values framework (See Curriculum Policy values statement.) Topics will be repeated in a developmental programme to enable children to build on prior learning.

### **Organisation**

The PSHE Subject Leader is responsible for co-ordinating and monitoring SRE and for providing in service training to teachers involved in the delivery of SRE. Lessons will be

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delivered through many different aspects of the curriculum. While we carry out the main SRE teaching in our PSHE curriculum and Values Based Education, we also teach some SRE through other subject areas (for example, Science and PE). We feel that these subjects contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

SRE from Reception to Year 4 involves learning about relationships, respect, hygiene and building self-esteem. In years 5 and 6 the children build on these topics and puberty and reproduction are learned in addition.

In Year 5 and 6, where staffing permits, lessons on puberty are delivered to boys and girls separately.

## **Monitoring and Evaluation**

SRE will be assessed using a combination of book scrutiny, classroom discussion, lesson plans and observations carried out by the Subject Leaders for PSHE and Science.

## **The role of parents**

We wish to build a positive and supporting relationship with parents through mutual understanding, trust and co-operation. In promoting this objective we:

- ❖ Inform parents about the school's SRE policy and practice
- ❖ Answer any questions that parents may have about SRE and their child.
- ❖ Invite parents of Year 5 and 6 to discuss the content prior to the session which covers the physical and emotional changes that happen at the onset of puberty.
- ❖ Respect the right of parents who may wish to withdraw their children from aspects of the SRE programme (all children take part in aspects that are delivered in the Science curriculum).

## **Confidentiality**

Teachers conduct lessons in a sensitive manner and in confidence. However, if a child indicates likely involvement in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Headteacher. The Headteacher will then deal with the matter in consultation with health care professionals. (See also Child Protection Policy).

## **Monitoring and review**

The SRE policy will be reviewed, monitored and evaluated by the PSHE Subject Leader, Headteacher and the Curriculum Committee of the Governing Body on an annual basis or as related issues require.