

Repton Primary School Sex & Relationships Policy

Why do we teach Sex & Relationships Education?

The term *sex and relationships education (SRE)* is used in this policy rather than *sex education*. This is to stress that our approach goes beyond provision of biological information to focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

According to the latest DfES guidance SRE is:

'lifelong learning 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 also about the teaching of sex, sexuality and sexual health.'

The DfES 'Sex and Relationship Guidance' (2000) recommends that *'Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives'* and that *'schools should have a sex and relationship education programme tailored to the age and the physical and emotional maturity of the children'*. The school has a key role, in partnership with parents/carers, in providing SRE.

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about sex and relationships, are likely to be more discerning in their relationships and sexual behaviours and more likely to have fulfilling relationships.

What is SRE?

Knowledge and understanding

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, sexual health, emotions and relationships.
- Learning about a safe & healthy lifestyle based on accurate information.
- Learning about seeking appropriate help & advice.

Attitudes and values

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life, stable and loving relationships for the nurture of children.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.
- Learning to respect & value difference & diversity.

Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively.
- Learning to manage change.
- Developing self-respect and empathy for others.
- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Learning to make informed choices.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Learning how to recognise and avoid exploitation and abuse.

How SRE is provided.

1. Within the taught, age appropriate, spiral SRE programme within PSHE&C and Science managed by the SRE Co-ordinator.
2. Through other curriculum areas delivering aspects (eg Drama, English/Literacy etc.)
3. Assemblies
4. Pastoral support for pupils who experience difficulties (please see Confidentiality Policy).
5. By the provision of appropriate information through leaflets and books.
6. Delivery in response to incidents.

Teaching Methods & Resources

Continuity and progression will be generated through the adoption of a whole school approach to the planning and delivery of clearly defined and progressive learning objectives covering knowledge, skills and understanding.

SRE is conducted in a safe learning environment through the use of ground rules and distancing techniques so that pupils are not put on the spot or expected to discuss their own personal issues in class. For example:

- Nobody (teacher or pupil) should be expected to answer a personal question.
- In most cases the correct names for body parts will be used.
- The meanings of words will be explained in a sensible and factual way.

SRE takes place within mixed sex classes or single gender groups as deemed appropriate and relevant, with the pupils' usual class teacher. A visitor such as a school nurse does at times supplement the SRE curriculum as a planned event with the teacher present.

Teaching resources are selected on the basis of their appropriateness to pupils.

In most cases teachers will attempt to answer children's questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use their skill and discretion in these situations and if necessary refer to the PSHE&C Co-ordinator for advice and support. Teachers will also follow the following guidance:

- Teachers will establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- If a child's question is inappropriate to address with the whole class the teacher should acknowledge the question and attend to it later on an individual basis (within sight of others).
- If a question is too personal the teacher should remind the pupils of the ground rules.
- Teachers will set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which encourages thoughtful participation.
- Pupils may have opportunities to write down questions anonymously and post them in a question box. The teacher will have time to prepare answers to questions before the next session, and can choose not to respond to any questions which are inappropriate to address in whole class lessons.
- If a teacher is concerned that a pupil is at risk of sexual abuse the Head teacher should be informed and the usual safeguarding/child protection procedures followed.

Equal Opportunities

Children may have varying needs regarding SRE depending on their circumstances and background. The school strongly believes that all pupils should have access to SRE that is relevant to their particular needs. To achieve this, the school's approach to SRE will take account of:

The needs of boys as well as girls Girls tend to have a greater access to SRE than boys, both through the media (particularly magazines) and the home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying.

Ethnic and cultural diversity Different ethnic and cultural groups may have different attitudes to SRE. The school will consult pupils about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

Varying home backgrounds We recognise that our pupils may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

Sexuality Some pupils may have LGBT parents/carers, brothers or sisters, other family members and/or friends. We shall actively tackle homophobic bullying.

Special educational needs We shall take account of the fact that some pupils may have learning, emotional or behavioural difficulties or physical disabilities that result in particular SRE needs.

Parental concerns and withdrawal of pupils

Parents have a legal right to withdraw their children from dedicated 'sex education' lessons. They do not have a right to withdraw their children from those aspects of SRE that are taught in Science or where SRE issues arise incidentally in other subject areas.

We will work in active partnership with parents/carers, value their views and keep them informed about our SRE provision. If a parent/carer has any concerns about the SRE provision we will take time to address their concerns and allay any fears they may have.

Personnel

There is an SRE Co-ordinator of sufficient status & training. SRE is also part of the PSHE&C Co-ordinator's and Science Co-ordinator's responsibilities.

Monitoring and evaluation

The programme is regularly evaluated by the SRE Co-ordinator. The views of pupils and teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis.

This document is available to the entire school community via the school website.

Signed: (Chair of Gov)
To be agreed 16th November 2016 at Governors' meeting.
Next Review date: November 2017

Policy Links

PSHE&C
Safeguarding
Confidentiality
Science