



## Sex and Relationships Education Policy

<b>Ownership</b>	<b>Headteacher</b>
<b>Created</b>	<b>November 2018</b>
<b>Approved by Governors</b>	<b>28/11/18</b>
Updated (if apt)	
<b>To be reviewed</b>	<b>November 2020</b>

### Definition of Sex & Relationship Education (SRE)

Sex and relationships education (SRE) is lifelong learning about physical, sexual, moral and emotional development. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

What are the statutory requirements?

It is compulsory for all maintained schools to teach the biological aspects of sex education covered in National Curriculum Science.

Primary schools are required to have a policy on sex education.

The Equality Act (2010) stipulates that SRE issues are taught in a way that does not subject pupils to discrimination.

Schools must ensure the wellbeing of pupils (Children's Act 2004)

### 1. Principles and Values

SRE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continuing throughout adult life
- Be an entitlement for all children and young people, whatever their background, community or circumstance
- Be provided within a context of emotional and social development.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment

### 2. Rationale

The aim of this SRE policy is to begin to equip all young people with the relevant knowledge, attitudes and skills to make informed decisions regarding their sexual health and relationships throughout their lifetime.

### **3. The three main elements involve:**

#### **3.1 Knowledge:**

learning and understanding physical development at appropriate stages;  
understanding human sexuality, reproduction, sexual health, emotions and relationships;

#### **3.2 Attitudes:**

learning the value of family life, and stable and loving relationships;  
exploring, considering and understanding moral dilemmas;  
challenging myths, misconceptions and false assumptions about normal behaviour;  
learning the value of respect, love and care;

#### **3.3 Skills:**

learning to manage relationships confidently and sensitively;  
learning to make choices and considering consequences of choices made  
developing self-respect and empathy for others  
managing conflict  
empowering students with the skills to be able to avoid inappropriate pressures or advances( both as exploited or exploiter)

### **4. Coverage:**

As part of the **Foundation Stage**, children will learn about the concept of male and female and about young animals. In ongoing PSHE work they develop skills to form friendships and think about relationships with others.

#### **Key stage 1**

- That animals, including humans, feed, move, grow and use their senses and reproduce.
- To recognise and compare the external parts of the bodies of humans.
- That humans and animals can produce offspring and these grow into adults.
- To recognise similarities and differences between themselves and others and treat others with sensitivity.
- Identify and share their feelings with one another.
- Recognise safe and unsafe situations and identify someone they are able to talk to and trust.

#### **Key stage 2**

- Life processes including nutrition, growth and reproduction.
- The main stages of the human life cycle, including the physical changes that take place at puberty, why they happen and how to manage them.
- Learn to express their opinions about relationships and bullying and to listen to and support others, including respecting other people's viewpoints and beliefs.

- Learn to recognise their own worth and identify positive things about themselves and try to balance the stresses in life in order to promote their own mental health and wellbeing of others.

## **5. School Context and staff responsibilities**

### **5.1 Safeguarding and confidentiality**

- Teachers and other adults working in schools should be absolutely clear about the boundaries of their legal and professional roles and responsibilities if disclosures are made. (Refer to The Dorset Safeguarding Children's Board Procedures).
- Teachers and other adults in schools should not offer or guarantee absolute confidentiality.

### **5.2 The Role of Stakeholders**

- To acknowledge and complement the role of parents/guardians as sex educators and to work with them
- To fulfil our statutory requirement to produce this policy and make it available
- Keep parents informed through publication of this policy on the website, letters and other means as appropriate.

## **6. Organisation**

- The school will ensure that the provision of the Equality Act 2010 is met so that issues are taught in a way that does not subject students to any form of discrimination.
- The school will ensure that students are taught in age appropriate groups giving consideration to the needs of students regarding:-
  - Gender
  - Religious and cultural background
  - Education needs
  - Disability
- The school aim to provide staff training and support to ensure a range of teaching strategies specific to the needs of the students within their school.
- The views of the students should be considered and respected when planning the programme.

## **7. Classroom Practice**

Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting. When delivering SRE it should be common practice that:

- No-one (teacher, student or visiting speaker) will have to answer a personal question
- No-one will be forced to take part in a discussion
- The correct names for body parts will be used
- Sensitivity will be shown towards those of particular faith backgrounds
- Nothing should be said that could be construed as embarrassing or offensive

If a question is too explicit, seems too old for the student, is inappropriate for the whole class or raises concerns about sexual abuse, it should not be answered in front of the whole class. In cases of concern over sexual abuse, the child protection procedures should be followed.

It is natural for caring adults to want to protect children and young people from information, attitudes and lifestyles which they themselves find distasteful. However, it is important to recognise the power

and confusion of informal learning from, for example, television, magazines, newspapers, gossip, jokes and the internet. SRE should be about dispelling myths, reducing fear and anxiety, clarifying understanding and counteracting prejudice.

#### **8. How will SRE be monitored and evaluated?**

- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.
- It will be evaluated through teacher reflections and evaluations.
- Information from staff, survey results and quantitative data will feed into the review of the SRE policy to ensure effectiveness and relevance.
- The policy will be monitored by the headteacher and the governors.
- The policy will be reviewed biennially unless there is new legislation or guidance from the government.