

Sex and Relationships Education



Lower Halstow and Newington CEP Schools Federation

‘Respect, Honesty, Kindness, Perseverance’

‘Welcoming, Forgiving, Generous, Flourishing’

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Approved	Team	Review
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Rationale

What is Sex and Relationships Education (SRE)?

At Lower Halstow and Newington CEP Schools Federation we have based our SRE policy on the DfES Guidance document (DfES 0116/2000). In this document SRE is defined as: *learning about physical, moral and emotional development. It is about understanding 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 Federation is built on firm Christian principles embracing the 'Golden Rule' – to love our neighbours as ourselves. The Federation encourages respect for others, ourselves and our community, both locally and globally. Children are encouraged to be self-disciplined and to be motivated towards their own learning enabling them to become independent learners preparing them for life in the 21st century. A dedicated team of teachers and support staff, led by the Heads of School and Executive Headteacher, give the children an excellent start at school and they thrive in the happy community atmosphere.

The UK has by far the highest rate of teenage pregnancies in Europe, and the evidence suggests that children are becoming sexually active at an earlier age.

SRE is part of the Personal, Social and Health Education curriculum in the school. While we use SRE to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility in a way that allows children to ask and explore moral questions. We do not use SRE as a means of promoting any form of sexual orientation.

Aims

SRE has three main elements enabling pupils to:

- Explore their own and other people's attitudes and values.
- Develop and practise personal and social skills.
- Increase their knowledge and understanding.

SRE within our school aims to provide opportunities for pupils to develop the skills, knowledge and understanding they need to lead confident, healthy, independent lives and become active and informed citizens. Information will be delivered in an accepting and honest way, which enables young people to contribute, and as deemed age appropriate. Parents will be fully informed of policy and practice. The purpose of teaching SRE is to ensure that children learn about issues in a caring and informed way, which dispels myths that they may have acquired.

At Lower Halstow and Newington CEP Schools Federation we aim:

- To ensure that pupils are prepared for puberty
- To develop confidence in talking, listening and thinking about feelings and relationships, and respect the differences between people;
- For pupils to be able to name parts of the body and describe how their bodies work;
- For children to know how they can protect themselves and where to ask for help and support;
- To empower children to make informed choices about their education and future adult life.
- Respect for their own bodies and the importance of sexual activity being within a committed, long term and loving relationship

- The importance of family life
- Moral questions
- Relationship issues
- Sexual abuse /exploitation, and where they can seek advice if they are worried about any sexual matters.

The school will work towards these aims in partnership with parents.

Definition of SRE

The term ‘sex and relationship education’ used throughout this policy applies to learning about pupils’ sex, sexuality, emotions, relationships and sexual health. The settings referred to include: educational, home, care, community, youth and school. Lower Halstow and Newington CEP Schools Federation promotes learning about SRE through:

- An integral part of the lifelong learning process, beginning in early childhood and continuing through adult life
- An entitlement for all pupils, whatever their background
- A context of emotional and social development across all settings.

Delivering Sex and Relationships Education

The majority of SRE is taught to the children in Year 5 and 6, although other PSHE issues are covered in the previous years to fully equip the children with the skills and attitudes necessary for them to benefit effectively from sex education. We also teach some SRE through other subjects (e.g. Science and PE) where we feel that they contribute significantly to a pupil’s knowledge and understanding of their own body and how it is changing and developing.

Most of the teaching of SRE will be done by the class teacher, as s/he will have established a working relationship with the class. The school nurse may also be available to advise and assist the girls on body development and periods.

SRE will be taught throughout the Foundation Stage and Key Stage 1 and 2. It is taught as part of PSHE and through SEAL.

Teaching Methods

The issues explored in SRE will be explored using a variety of teaching methods including: Knowledge provided by the teacher.

- Circle time.
- Individual and group enquiries.
- Questions and answers.
- Links with outside agencies.

Year 5 and 6 SRE will be taught in conjunction with the School Nurse. There will be two specific teaching sessions in Term 6. In the first of these, the children will be shown a video called ‘Growing Up’. During the second teaching session, children will be given the opportunity to ask questions and discuss matters raised in the video. The children will be separated by gender for this session, which will be led by appropriate members of staff.

Curriculum content:

In Key Stage 1, the focus will be on children being able to understand the importance of:

- Self-esteem
- The concept of growth and change
- Showing respect
- Relationships – family, friends; understanding others and respecting difference
- Feelings
- Personal hygiene
- Knowing places that are safe and where to go for help
- Making safe choices – saying no, when to keep a secret, when to tell
- Knowing that we have rights over our own bodies.

In Key Stage 2, the focus will be on children being able to understand the importance of:

- Life changes
- Self esteem
- Respect for their own and others bodies
- Recognising risk/making safe choices – who has access to their bodies?
- Resisting unwanted peer pressure
- The influence of the media
- How to access help
- Feelings and emotional change (linked to puberty)
- Bullying
- Relationships (family, friends, love, marriage)
- Understanding differences
- Preparation for sexual maturity and the process of conception and birth
- How changes at puberty affect bodily hygiene

Attitudes and Values

- Learning about the values of family life and stable relationships
- Learning the value of respect, love and care
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices based on understanding of differences and with the absence of prejudice.
- Providing opportunities for young people to develop the ability to understand the consequences of their decisions and actions and to manage conflict.

Knowledge and Understanding

- Information about healthier, safer lifestyles.
- Physical development.
- Emotions, relationships and reproduction.

Moral Framework

- Pupils will be taught SRE within a framework which models and encourages the following values:
Being honest with themselves and others.
- Developing a critical awareness of themselves and others.
- Learning to show tolerance, understanding, respect and care for others.
- Developing an awareness and belief in one's own identity.
- Acknowledging and understanding diversity with regard to religion, culture and sexual orientation.

Cross curricular links

All curriculum areas contribute to SRE. Some subjects make a clear contribution, such as Science and PSHE, while other subjects make a less obvious, but important, contribution, such as:

- Literacy – discussion of specific relationships and moral dilemmas
- R.E. – discussion of family and marriage
- History and Geography – discussion of wider social issues
- Art and Music – discussion of feelings and emotions within relationships

Links to other Policies and Documentation

The SRE Policy is part of the PSHE Policy. See also the Safeguarding Policy and File, Equal Opportunities, Health and Safety and Behaviour.

The Policy references: DfE Guidance for Schools (0116/2000). Ofsted 'Sex Relationships' (2002). National and local guidance.

Working with Parents and Carers

Parents and Carers have an especially important role to play in SRE. They need to feel confident that the Federation's programme compliments and supports their role. Parents are the key people in teaching their children about sex and relationships; maintaining the culture and ethos of the family; helping their children cope with the emotional and physical aspects of growing up; and preparing them for the challenges and responsibilities that sexual maturity brings. The schools' work in partnership with parents.

All parents of Year 6 children are invited to view any material used in the teaching of sex and relationship education. It should be noted however, that parents have the right to withdraw their children from all or part of the sex and relationship education provided at school except for those parts included in the National Curriculum.

If parents do not wish their child to participate in the programme, they should talk it through with their child and then with either the Head of School or Executive Headteacher at the school, a written request will be made. The school will make alternative arrangements in such cases. (The DfE offers schools a standard pack of information for parents who withdraw their children from sex and relationship education). The Federation Policy for Sex and Relationship Education will be available to any interested parent on request.

Working with Outside Agencies

Where visitors are invited to deliver aspects of the SRE programme, they will be used to support, not supplant, the role of the teacher and they will always be accompanied in this lesson by a teacher. There will be discussions before any input, including on confidentiality issues, and joint evaluation afterwards.

Differentiation and Special Educational Needs

We recognise that all children will have varied life experiences and a range of feelings and attitudes. Lessons will allow all perceptions to be articulated, and all contributions will be valued and respected.

Teachers may need to use different resources, activities or provide specific support depending on the needs of the pupils. Teaching points need to be conveyed using language that is accessible to the pupils.

Specific Issues

The personal beliefs and attitudes of teachers will not influence their teaching of SRE. Teachers will answer pupil questions appropriately and using their professional judgement, in line with this policy. There is no expectation that any teacher delivering SRE will automatically answer pupil questions, as this may infringe personal boundaries. However, in this instance, pupils will be advised to talk to their parents, another member of staff, or advised as to where they may be able to access information e.g. help lines, websites, leaflets etc.

If a child makes a disclosure that causes the teacher concern, then they should follow child protection procedures established within the county.

Ground Rules

We feel that it is essential that the school assists pupils in developing confidence when talking, listening and thinking about sex and relationships, therefore the following ground rules are set to create a safe environment where no-one need feel embarrassed or anxious about unintended or unexpected questions or comments from pupils. We therefore believe that Ground Rules are an important process for a class or year group. Basic rules should incorporate the following:

- No-one teacher or pupil will have to answer a personal question.
- No-one will be forced to take part in a discussion.
- Only the correct names for the body parts will be used.
- Meanings of words will be explained in a sensible and factual way.

Equal Opportunities

Lower Halstow and Newington CEP Schools Federation is committed to working towards equal opportunities in all areas of school life. We aim to avoid stereotyping and believe that pupils' religious beliefs and cultural differences should also be respected.

Confidentiality

'Schools must be absolutely clear about the boundaries of their legal and professional roles and responsibilities. A clear and explicit confidentiality policy should ensure good practice throughout the school which both pupils and parents understand. Teachers cannot offer or guarantee absolute confidentiality'. 'It is only in the most exceptional circumstances that schools should be in the position of having to handle information without parental knowledge'. (Sex and Relationship Education Guidance'. DFE Ref 0016/2000 page 30).

Monitoring and Review

The Governing body reviews the SRE policy as required, and at least every 3 years. Recommendations are reported to the learning and development committee, as necessary, to update this policy statement. Governors require the Executive Headteacher to keep a written record of the content and delivery of the SRE programme that is taught at Lower Halstow and Newington CEP Schools Federation.