



Sex and Relationships Education Policy

PURPOSE / VISION STATEMENT

Sex and Relationships Education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of family life, stable and loving relationships, respect, love and care. Sex and Relationship Education (SRE) is considered to be a part of our wider curriculums of Personal, Social and Health Education and Citizenship (PSHCE) and Science.

Effective Sex and Relationship Education is essential if young children are to make responsible decisions as they move from childhood, through adolescence to adulthood. Parents play a very important role in this aspect of each child's education and the school wishes to be both supportive and complementary to the parent's role.

There are three main elements to sex and relationships education:

- attitudes and values
- personal and social skills
- knowledge and understanding

AIMS

The Sex and Relationship Education within the school aims to provide opportunities for pupils to develop the skills, knowledge and understanding they need to develop confident, healthy and independent lives as informed and active citizens.

The Sex and Relationship Education programme will reflect the school ethos and demonstrate and encourage the following values;

- Respect for self and others
- Respect for difference
- Responsibility for their own actions
- Responsibility for their family, friends and wider community
- The rights of the individual
- Equality

OBJECTIVES

Overleigh St. Mary's recognises that Sex and Relationship Education should:

- Be presented within a moral framework which emphasises stable, caring and loving relationships and family life.

- Develop pupils' confidence and self-esteem.
- Prepare pupils' for the responsibilities and experiences of adult life.
- Develop pupils' knowledge about healthier and safer lifestyles in order that they can make informed decisions.
- Provide opportunities for pupils to develop an understanding and respect for differences in physiology, relationships, and political, moral, social and cultural attitudes.
- Be developmental and a foundation for further work in high school.
- Be presented with care and sensitivity, matching teaching and information to the maturity, age and experiences of the children.
- Be available to all pupils, including those with special educational needs.

The school aims to work towards these aims in consultation with Governors, Parents, Health professionals and the wider community.

LEGAL / STATUTORY REQUIREMENTS

Primary schools in England have a legal responsibility to provide an SRE programme. They also have a responsibility to keep an up to date written statement of the policy they choose to adopt and this must be available to parents. Parents have a right to withdraw their children from 'SRE' lessons, which fall outside those aspects covered in the National Curriculum Science.

The DfES 'Sex and Relationship Guidance' of 2000 recommends that "...Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives..."

'Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to enter into sexual activity. Indeed it can help them learn the reasons for, and the benefits to be gained from, delaying such activity'.

DfES 'Sex and Relationship Guidance', 2000.

PROCESSES IMPLEMENTED IN SCHOOL

a) Curriculum Integration

Sex and Relationship Education at Overleigh St. Mary's Primary School is an important element of our Science and Personal, Social and Health and Citizenship Education (see separate policies).

As part of the Science curriculum pupils in Key Stage 1 will be taught;

- That animals, including humans, move, feed, grow, use their senses and reproduce.
- To recognise and compare the main external parts of their bodies.
- To name parts of the body and describe how their bodies work (The LEA expects that this will include sexual parts).
- That humans and other animals can produce offspring and that these offspring and that these offspring grow into adults.

In Key Stage 2 they will be taught;

- That the life processes common to humans and other animals include reproduction, growth and nutrition (The LEA expects that this will include the menstrual cycle).
- What makes a healthy lifestyle, including the benefits of exercise and healthy eating.
- The main stages of the human life cycle with a particular focus on body changes in boys and girls during puberty.

This will be taught in conjunction with the PSHCE programme, which is based on the Framework for PSHCE and aims to develop four key areas:

PERSONAL	CITIZENSHIP	HEALTH	RELATIONSHIPS
Developing confidence and responsibility in each pupil	Preparing to play an active role as a member of the community	Developing a healthy, safer lifestyle	Building good relationships and respecting differences between people.

b) Organisation

During Key Stages 1 & 2 SRE will be delivered through the Science and PSHCE curriculum. In Year 5/6 there will also be designated time for Sex and Relationship Education. Parents will be informed in advance of the time and content of these lessons.

In all SRE, cultural and religious backgrounds of pupils should be heeded, acknowledged and respected. In some circumstances single sex groupings may be used to increase access of children to SRE lessons. Teachers will plan a variety of activities that will help to engage boys as well as girls matching their learning styles. Lessons will be delivered by class teachers, with the support of the school nurse and any appropriate educational resources and videos.

c) Training Provision

Staff are encouraged to attend Sex and Relationship Education training courses, when they are available through the local authority. Advice and information on Sex and

Relationship Education will also be disseminated through the School Health links and the PSHCE and Science co-ordinators.

DISSEMINATION

The policy will be disseminated to all staff. New staff will be provided with this policy as part of induction. The policy will be available, upon request, from the school office.

RESOURCES / RESOURCE ALLOCATION

All resources will be made available to ensure the effective adoption of this policy. These resources are identified in the long-term plan and the medium term activity plans. All resources are kept in the central science store.

RESPONSIBILITIES

AS A GOVERNOR

- As part of their general responsibilities for the management of the school, the Governors play a key role in the development of the school's Sex and Relationships Education policy. They will continue their involvement through regular evaluation of it.

AS THE HEADTEACHER

- To ensure that both staff and parents are informed about our Sex and Relationship Education policy, and that the policy is implemented effectively. This will be done through feedback and monitoring of the co-ordinators. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach about sex and relationships effectively, and handle any difficult issues with sensitivity.
- To oversee liaison with external agencies regarding the school's Sex and Relationships Education programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework.
- To monitor this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.

AS THE CO-ORDINATOR

- To ensure that all staff have appropriate schemes of work to include in their planning and that these schemes are updated where necessary.
- To ensure staff have the necessary resources to teach the sex and relationship curriculum.
- To organise INSET to ensure all staff have the appropriate level of awareness to enable them to deliver the curriculum appropriately.
- To liaise with the appropriate outside agencies.
- To ensure own knowledge is updated when needed and that this information is

disseminated to staff.

AS A TEACHER

- To deliver the programme as laid out in the school's scheme of work.. To ensure material and activities are appropriate to age, ability and maturity of pupils.
- To aim to answer specific questions in a careful, balanced, sensitive and honest manner, as appropriate to the individual needs of the children. If the answer to a question is not known by the teacher – the class and teacher may research the information together.
- If a question is felt to be too explicit, it must be acknowledged and, where appropriate, discussed with the child or the child's parent(s) individually.
- To use skill and discretion in difficult situations and refer to the Head teacher if they are concerned. In Years 5 and 6, teachers will also use a confidential questions box, in which children can put questions they do not wish to ask in class these questions will be answered with support from the school health team.
- It is the responsibility of the school to support young people, but no individual should guarantee a child absolute confidentiality.

NB: Any concern about sexual abuse should be followed up using the identified Child Protection procedures.

AS A PARENT

- The school is committed to working with Parents; Under Section 405 of the Education Act 1996, pupils can be withdrawn by their Parents from any Sex and Relationship Education lesson that is outside the compulsory elements contained in the Science National Curriculum.
- Parents wanting to exercise this right are invited to see the Head teacher. They will explore the concerns of the Parents and discuss the impact that withdrawal may have on the child, including the possible negative experiences or feelings that may result from exclusion. Once the child has been withdrawn they cannot take part in sex education until the request for withdrawal has been removed.
- Sex and Relationship Education materials will be available to Parents who wish to supplement Sex and Relationship Education in school or who wish to deliver Sex and Relationship Education to their child at home.

AS A PUPIL

- Pupils should be aware that 'confidential' questions or discussions may be shared among the staff of the school, if it is seen to be beneficial to the pupil. Pupils should be made aware that under the Children's Act 2004, adults "...may do what is reasonable in all circumstances of the case for the purpose of safeguarding or promoting the child's welfare..."

AS AN OUTSIDE AGENCY

- We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex education programme. Other

people that we might call on include local clergy, social workers and youth workers.

ASSESSMENT AND RECORDING

Pupil progress and understanding in SRE is assessed by reflection (about what has been discussed/seen), class and group discussion, scrutiny of work produced and project work. Teaching and learning are also assessed through observation, teacher and pupil feedback on lessons and teacher feedback/annotation of planning and pupil performance.

MONITORING & REVIEW

Parents of children in Years Five and Six, Staff and Governors will be consulted every year about the content and delivery of the Sex and Relationship programme. This will inform any further policy development.

To fulfil Governor's statutory responsibilities, this policy will be reviewed fully once every two years, or earlier if necessary.

REPORTING TO GOVERNORS

The Governing body monitors the impact of our Sex and Relationship Education policy on a regular basis. This Curriculum and Ethos Committee [C&E] reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification.

The Curriculum & Ethos Committee gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments.

OTHER POLICIES TO BE READ IN CONJUNCTION WITH THIS POLICY

Science
PSHCE
Child Protection
Behaviour
Anti-Bullying
Child Protection

Looked After Children (LAC)
Equal Opportunities
Special Educational Needs
Teaching and Learning
Health and Safety

COMPLAINTS PROCEDURE

If parents have a complaint about the Sex and Relationships Education aspect of their child's learning, this should be directed, in the first instance, to the class teacher or SRE co-ordinator.

The school has a formal complaints procedure, details of which can be found in the complaints policy, available upon request from the school office.
