

# **SEX & RELATIONSHIP (SRE) POLICY**



## **CAPENHURST C.E. (CONTROLLED) PRIMARY SCHOOL**

**Reviewed: September 2018**

**To be reviewed: September 2020 unless legislative changes dictate otherwise**

**Approved by governors: Autumn 2018**

## Introduction

The Education Reform Act states that schools should provide a curriculum that 'promotes the spiritual, moral, cultural, mental and physical development of pupils...and of society; and prepare such pupils for the opportunities, responsibilities and experiences of adult life'.

Sex and Relationships Education is an important part of a child's primary school entitlement.

Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives. It is not delivered in isolation, but firmly rooted within the framework for Personal, Social, Health Education (PSHE) and the National Curriculum.

The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development. A successful programme will help young people learn to respect themselves and others and move with confidence from childhood through adolescence through to adulthood.

## Aims

In our school we aim to:

- ensure that Sex and Relationships Education is integrated into the curriculum and not isolated or taken out of context
- foster self-esteem and respect for others as the cornerstone of good health and Sex and Relationships Education
- nurture a partnership between caring adults – governors, teachers, support staff and parents – to ensure sensitive support for children and young people as they grow and mature
- encourage children to enjoy relationships based upon mutual trust and respect, free from any abuse
- generate an atmosphere where questions and discussion on sexual matters can take place without any embarrassment
- adopt a whole school approach to Sex and Relationships Education

## What is Sex and Relationship 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 also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

According to 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'**

DfES 'Sex and Relationship Guidance', 2000.

The guidance suggests that SRE should have three main elements as follows:

**Knowledge and understanding:**

Learning and understanding physical development at appropriate stages.

Understanding human sexuality, sexual health, emotions and relationships.

**Attitudes and values:**

Learning the importance of values and individual conscience and moral considerations.

Learning the value of family life, marriage and 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.

**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 an understanding of difference and with an absence of prejudice.

Developing an appreciation of the consequences of choices made.

Managing conflict.

Learning how to recognise and avoid exploitation and abuse.

**Sex and Relationship Education at our school**

The DFE recommends that all primary schools should have a sex and relationships programme tailored to the age and the physical and emotional maturity of the children. This should ensure that both boys and girls know about life cycles, puberty and how a baby is born, as set out in Key Stages 1 and 2 of the National Science Curriculum 2014.

All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes. At Key Stage 1 children should know that humans and other animals can produce offspring. In the early primary school years, education about relationships needs to focus on friendships, anti-bullying, making positive choices using personal power and the building of self-esteem to ensure good decision making.

Teaching methods will take account of the developmental differences of children, with the possibility for discussion on a one-to-one basis or in small groups, and teachers will be sensitive in answering questions that are better not dealt with in front of a whole class.

In particular, the importance is recognised of the need to support pupils' ongoing emotional and physical development in the transition years before moving to secondary school. Year 6 children will be taught about the changes in the body related to puberty such as periods and voice breaking and when these changes are likely to happen, issues which may cause young people anxiety and how they can deal with them.

Our teaching of PSHE, based on our weekly SEAL (Social and Emotional Aspects of Learning) sessions are used to support our teaching of SRE. This means children are familiar with and in a safe setting in order to discuss sensitive issues.

We also use the Life Education Caravan as an additional resource which enables each class to take part in an interactive session about growing up, healthy lives and decision making.

Outside agency support, such as school health or the SCiE team, for the teaching of SRE for groups of children or individuals is sought as and when deemed necessary.

### **Inclusion**

'Mainstream schools and special schools have a duty to ensure that children with special educational needs and learning difficulties are properly included in sex and relationship education. Sex and relationship education should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives'

DfE SRE Guidance July 2000

Young people 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 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 and parents/carers 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.

#### **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.

### **The importance of Parents and the Home**

Research shows that children and young people want to receive their initial sex and relationship education from their parents and families, with school and other adults building on it later. 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.

We recognise our role in supporting this and will always let parents know in advance when we are planning to deliver sex and relationships education, in order for parents to prepare.

### **Consulting Parents**

As well as periodically consulting parents more generally about the school's overall policy, the school will liaise with parents about the transition year (6) and the detailed content of what will be taught. This process will include offering parents support in talking to their children about sex and relationship education and how to link this with what is being taught in school.

The teaching of some aspects of sex and relationship education might nevertheless be of particular concern to some parents. Parents are assured that teachers recognise their responsibility to ensure the safety and welfare of pupils and that the personal beliefs and attitudes of teachers will not influence the teaching of sex and relationship education within the PSHE framework. Teachers and all those contributing to sex and relationship education are expected to work within an agreed values framework, which is in line with current legislation.

### **Parents who withdraw their children**

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 statutory National Curriculum for Science. The school will make alternative arrangements in such cases. Any parent concerned about this aspect of their child's education should speak in the first instance to the child's class teacher.