



Sex and Relationships Education Policy

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Governor Committee	Teaching and Learning
Chair of Committee	J Newton Smith
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Context

The policy is written with reference to the following Government initiatives and Guidance:

- Sex and relationship Education Guidance, DfE (2000), (updated and under review - 2012)
- Sex and Relationships, Ofsted (2002), (updated 2006)
- Faith, values and Sex & Relationships Education, Blake and Katrak, (2002)

It also reflects the school's commitment to social inclusion, equal opportunities and the former Healthy Schools Standard.

The school recognises that we live in a multicultural, multi-faith and diverse society and acknowledges that the pupils, and their family relationships, reflect this. This policy is supported by the school's policies for equal opportunities, child protection, behaviour, social inclusion, PSHE and special educational needs.

Aims of the policy

The aims of the policy are:

1. To provide a coherent framework for the SRE curriculum in school and for the school's response to sex related pastoral care
2. To stress the importance of SRE at the heart of PSHE:

Aims of the SRE curriculum:

- 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
- 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 the choices made
- Exploring, considering and understanding moral dilemmas
- To raise children's self-esteem and confidence, especially in their relationship with others
- Learning how to recognise and avoid exploitation and abuse
- To develop children's skills in language and decision making

- To help children gain access to information and services
- To work with parents and carers
- Learning and understanding the physical development at appropriate stages
- Introducing an understanding of human sexuality, reproduction, sexual health, emotions and relationships

Working with Parents/Carers

Under the Children's Act 2004 and the Education Act 2005, parents have a right to withdraw their children from SRE lessons, which fall outside those aspects covered in the current National Curriculum.

The National Curriculum programme of study for science states that pupils should be taught:

- 'there are life processes; including nutrition; movement; growth & reproduction; common to animals including humans.'
- 'the main stages of the human life-cycle.'

Parents are informed of aspects of the SRE curriculum through letters. They can ask to view the programme notes of any video/interactive whiteboard materials used and are welcome to discuss their child's SRE programme with the class teacher or PSHE Co-ordinator. At Billingshurst Primary we believe that the most effective SRE happens when there is a partnership between the parents and the school.

The SRE Curriculum

SRE is an integral part of the PSHE Curriculum. The school believes that each child is entitled to clear, informed and effective SRE, based on their individual needs. The aim of SRE at school is to help children to develop the life skills they will need to become effective, healthy, safe and responsible adults.

The school is committed to an active learning approach. The curriculum aims to:

- Develop children's confidence and communication skills when talking about feelings and relationships
- Help and support children through their physical, emotional and moral development
- Provide accurate information about an increase understanding of sex-related issues
- Support the exploration of their own, others' and different sections of societies attitudes and values in order to help children to reach their own, informed opinions
- Create a safe and secure environment, in which sex and relationships can be discussed positively, so that children can make informed decisions, ask for help or advice etc.
- Deliver statutory requirements of the National Curriculum, within the school's PSHE framework

Resources and Methodology

SRE is delivered as a spiral curriculum in all year groups. Throughout the Foundation Stage, SRE is taken from the Early Years Curriculum. At Key Stage 1 & 2, the curriculum follows the National Curriculum. The school also follows the recommendations of the National Curriculum Council document 'Guidance 5 – Health Education' (1990), The DfE document 'Sex and Relationship Education Guidance' (2000), and the former National Healthy Schools Standards.

Delivering the SRE curriculum

At Billingshurst Primary School we feel it is important to teach sex education within a trusting, safe environment where children have the confidence to ask questions and share opinions. In order to do this, ground rules need to be established and understood by staff and children so that everybody feels comfortable when discussing sensitive issues.

We feel we should give children the opportunity to develop and practise their skills of negotiation, decision making, assertion, research and collaboration and they should explore their own and others prejudices, challenge stereotypes and consider evidence.

Teaching methods could include circle time, role play, group work, discussions, videos, books, diagrams and question boxes.

SRE will be taught to the class as a whole but, if staff feel it appropriate, small parts of the programme could be taught to single sexes. Menstruation is taught to both boys and girls, but in different rooms so the children can ask sensitive questions with less embarrassment.

Particular care must be exercised when issues of a sensitive nature are being dealt with. Staff should not offer their own opinion regarding sensitive issues. Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique, particularly in the upper years.

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

As with all subjects the staff must adopt appropriate teaching methods to enable equality of opportunity to take place and use teaching methods to achieve basic understanding of the part of the scheme of work being taught.

We will work in partnership with Key Stage 3 to ensure continuity and progression. Additionally we will consult with pupils to assess their needs.

The school also makes use of both the revised Channel 4 Sex education DVD's 'Living and Growing' and 'The Christopher Winter Project' resources.

Lesson planning will take into account the range of differentiation according to the needs of our pupils.

Equal Opportunities

In all aspects of school life we are committed to working towards equality of opportunity. All resources and methods will be checked against the following criteria:

- Is it consistent with the school ethos, mission statement, equal opportunities statements and the values framework for SRE?
- Is it appropriate to the needs of young people in terms of language, images, attitude, maturity and understanding of the knowledge required?
- Does it avoid racism, sexism, gender and homophobic stereotyping?
- Does it exclude any young people on the basis of home circumstance, gender, race, literacy, culture, disability, faith and religion?
- Does it include positive images of a range of young people?
- Can it be used as trigger material for discussions of difference or exclusiveness?
- Can the resource be adapted for use with all of the students?
- Is it factually correct and up to date?
- Will it contribute to a broad and balanced PSHE and Citizenship curriculum?
- Does it encourage active and participatory learning methods?

Responsibilities

The role of the governors is to be involved in the formation and review of the policy and keep a written record of their decisions.

Review

The policy and schemes of work will be reviewed on a rolling programme with all other school policies as identified in the school development plan.

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