



# SEX AND RELATIONSHIP EDUCATION POLICY

**SCHOOL INFORMATION**

**ST GEORGE'S LOWER SCHOOL**

September 1, 2015

Authored by: Ms. M. Rawlings, Head Teacher

# SEX AND RELATIONSHIP EDUCATION (SRE)

---

In its widest sense Sex Education is to be seen as learning about human relationships, but in particular it is about the qualities and values of family life. It involves children in learning about themselves and others as members of the male or female sex.

We have based our school's sex and relationship education policy (SRE) on the DfE guidance (ref DfE 0116/2000). In this document, sex education 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.'

As we are a First School (with pupils aged 4 to 9) we will teach sensitively about sex, sexuality, and sexual health in an appropriate way. As a staff we will deal with any of the children's questions in an age-appropriate manner. In addition SRE will promote self esteem and emotional health and well being and help them form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

Sex education is an important aspect of the Personal, Social, Health and Citizenship Education curriculum in our school, using the SEAL (Social and Emotional Aspects of Learning) and CBC (Central Bedfordshire Council) recommendations.

## Introduction – Content

- Legal and National Requirements
- Ethos and Values
- Aims and Objectives
- Policy, Leadership and Management
- Implementation - Curriculum
- Withdrawal of children
- Confidentiality
- Child sexual abuse
- Skills
- Moral framework
- Who would deliver sex education and use of educational visitors

## Legal/ National Requirements

National Curriculum Science – Sex Education (statutory)

The formal SRE elements of the National Curriculum Science Orders across all key stages are mandatory for all pupils of primary and secondary age and cover the biological aspects of SRE.

National Curriculum PSHE – Sex and Relationship Education (non-statutory) It is widely recognised that sex education should be more than solely science if it is to meet children's needs. The national Sex and Relationship Education Guidance (DfEE, 0116/2000) advises schools on the themes that should be covered in SRE to support pupils through their physical, emotional and moral development.

This includes:

- Being taught to respect their own bodies
- Their responsibilities to others, and being aware of the consequence
- Building positive relationships with others involving trust and respect
- The importance of committed long term and loving relationships, including marriage
- The importance of self-control, including managing risk
- Hygiene issues
- Cultural difference and diversity in relation to aspects of SRE

In addition, the 1996 Education Act, the Learning and Skills Act 2000, together with the Sex and Relationship Guidance, state that:

*All schools must have an up to date policy that describes the content and organisation of SRE provided outside the National Curriculum Science Order. It is the school governing body's responsibility in consultation with the Head teacher, to ensure that the policy is developed and made available to parents for inspection.*

The teaching in SRE should meet the needs of all young people whatever their developing sexuality or family circumstances. Schools should adhere to this guidance dealing sensitively and appropriately with issues around sexuality.

### **Section 28**

This Act was repealed in November 2004. All schools and teachers must deal openly and honestly with issues related to homophobic bullying and sexual orientation, e.g. lesbian and gay sexuality

### **OFSTED**

Under Section 10 of the Schools Inspections Act 1996, OFSTED is statutorily required to evaluate and report on the spiritual, moral, social and cultural development of pupils at any school they inspect and this also includes evaluating and commenting on a school's Sex and Relationship Education Policy.

# ETHOS AND VALUES

---

At St Georges our ethos is to educate children in SRE, thus providing pupils with the knowledge and skills to enable them to make informed and responsible choices now and in the future taking into account their physical, moral and cultural development. We wish to create a climate where pupils and adults can talk honestly. Issues raised by children will be dealt with, taking into account the maturity of the child and the nature of the issue. We want to ensure there is a fair and equal balance in our teaching of SRE for both girls and boys and ensure that children with special educational needs are properly included in SRE.

Every pupil should receive their full entitlement to SRE\* regardless of their gender, race, ethnicity, faith or sexual orientation (\* see 'right to withdraw' in Legal Requirements and Guidance)

## Aim and Objectives

Contributing to the foundation of PSHE, the school's SRE programme aims to 'inform children and young people about relationships, emotions, sex, sexuality and sexual health' and should 'enable them to develop personal and social skills and a positive attitude to sexual health and well-being'.

- To encourage children to become increasingly independent and, therefore, responsible for their own actions.
- To foster an awareness of the needs and views of others.
- To raise the children's self-esteem and help them develop a positive self-image.
- To develop within the children respect for themselves and for others.
- To give the children knowledge in order that they can make informed choices.
- To enable children to cope with the emotional and physical challenges of growing up.
- To develop the children understands of the importance of loving and happy relationships.
- To encourage the children to develop a healthy lifestyle.
- Provide information which is relevant and appropriate to the age and maturity of the pupils;
- Include the on-going development of communication and social skills
- Encourage the exploration and clarification of values and the development of positive attitudes.

## Policy, Leadership and Management

Mr Paul Edwards (Assistant Head) is the named person in school with responsibility for dealing with the implementation of the SRE Policy. All teachers are committed in the planning and teaching of SRE to support the implementation of this policy.

Governors, in consultation with the head teacher, have a statutory responsibility for SRE in their school. Governing bodies, together with the Assistant Head, are expected to involve parents, pupils, staff, health professionals and other agencies to ensure that the school's SRE programme addresses the needs of the community, education, health priorities and the needs of the pupils themselves.

For more information see:

[www.teachernet.gov.uk/wholeschool/equality/sexualorientation/regulations2007/guidanceforschools/](http://www.teachernet.gov.uk/wholeschool/equality/sexualorientation/regulations2007/guidanceforschools/)

# IMPLEMENTATION

---

## Curriculum

We provide SRE through the teaching of PHSE. From healthy living – choices to growing and changing sex education.

## Dealing with difficult questions

- Within school, clear parameters of what is appropriate and inappropriate to answer as a question should be established with the SRE Policy.
- Use specific ground rules for this work, which will clarify boundaries for children/young people
- Clarify that personal questions should not be asked
- If a teacher doesn't know the answer this should be acknowledged.
- If a question is too explicit, is age inappropriate for the pupil or the whole class, then it should be acknowledged with a promise to attend to it later on an individual basis.
- If a question is raised that alerts a member of staff that a pupil is at risk of sexual abuse, then the school's Child Protection Procedures should be followed.
- Clarify that pupils should not give out personal information in class but speak to someone they trust after the lesson, e.g. school nurse, teacher, learning mentor.

## Pupils should be taught the relevant parts of:

1. Life processes
2. Humans as organisms

This includes elements of the National Curriculum and Health Education matters. Although the sequence is developmental certain themes are repeated in Class time and assemblies so that information is relevant and appropriate to the age and maturity of the pupils

## Ages 4-5

- People in my life. What they do for me and what I do for them;
- My moods- feeling happy, sad and so on;
- Friendships
- Loss and mourning (e.g. pet, person)
- Keeping safe - danger I might come up against. Saying no;
- My body and other people's bodies - similarities and differences;
- The beginning of life - me, animals, plants;
- Ageing - how we know things are alive, dead, young, old;

## Ages 6-7

- Changes as we grow;
- Different types of families;
- Feelings in families (e.g. love, jealousy)
- What helps people to get on with each other (e.g. listening/sharing)
- What makes me happy;
- What I like or don't like about other people;

- Keeping safe;
- Caring for myself; - hygiene, sleep, exercise;
- People who help me to care for myself;
- Inside my body - the functions of different parts;

### **Ages 8-9**

- Feelings - things which make me happy, sad embarrassed, scared etc;
- Difficult situations - e.g. teasing and bullying
- Changes in my own body and in those of others;
- How babies begin and are born - how they grow;
- Family trees
- Keeping healthy - exercise, diet, grooming, the immune system;
- Friendship - who our friends are; how we make and lose friends;
- Making decisions - influences on me;
- Keeping safe;
- Varied lifestyles in the class and community - differences in others

### **Use of Visitors**

Health professionals who are involved in delivering programmes are expected to work within the schools' Sex and Relationship Education Policy and under the instruction of the headteacher, Deputy and Governance, however when they are in their professional role such as the school nurse in consultation with an individual pupil they should follow their own professional codes of conduct (this is the case irrespective of who is paying them). A school's SRE Policy must make this clear to parents.

### **Working with parents**

The school is committed to working with parents. Under the 1993 Education Act pupils can be withdrawn by their parents from the part of sex education that is outside the compulsory elements of the science national curriculum. Parents wishing to exercise their right must confirm this in writing to the headteacher. Concerns of parents will be explored and the possibility of adjusting the programme to accommodate the needs of the child will be given consideration.

Any specific sex education materials will be available for parents.

### **Monitoring, Assessing and Reviewing**

To ensure that the policy is adhered to and is effective, it will need to be monitored, reviewed and evaluated regularly. The school will implement systems to ensure this takes place and amend policies and processes in light of reviews and evaluations. The whole school community should be consulted and given the opportunity to review and assess the policy, this includes pupils, parents, staff and other staff members i.e. mentors etc. (refer to Legal /National Requirements).

### **Relationship with other policies**

PSHE

Sex and Relationship Education sits within of the PSHE and Science curriculum and as such should be planned, delivered, co-ordinated, assessed and monitored in line with the school's Policies.

## **Anti-bullying**

This should be linked to the school's broader policy on anti-bullying. An effective SRE programme will include raising awareness about lesbian and gay sexuality.

## **Child Protection**

If any disclosure occurs during a SRE lesson or concerns are raised, teachers will follow the school's procedure for Child Protection.

## **Confidentiality**

Children have rights under the Children's Act 1989 and can thus expect to be treated sensitively regarding seeking information and advice. However, staff should not give guarantees of confidentiality where the safety and welfare of a child is at risk.

## **Monitoring and Review**

This policy will be monitored and reviewed as required.

Equality Act 2010

At the Curriculum Committee meeting held in March 2013, the Board of Governors assessed the impact of this policy and associated practices, taking account of information received from staff and governors and after having engaged with parent governors, governors and staff, have concluded that this policy has had and will have a positive impact on all those with protected characteristics in relation to the school's obligations under the public sector equality duty under the Equality Act 2010.

The Curriculum Committee will review the impact of this policy and associated practices as required.

THIS POLICY WAS AGREED BY THE GOVERNING BODY AND WILL BE REVIEW IN SEPTEMBER 2016.