



Cotwall End Primary School

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POLICY AND PROCEDURES

Title	Sex Relationships Education Policy
Purpose	To define sex and relationship education. To describe how sex and relationship education will be provided and who is responsible for it. To say how sex and relationship education is monitored and evaluated in school. To include information about Parents' right to withdrawal.
Policy author	Mrs S Sullivan
File name and path	
Consultation	Presented to staff: Presented to governors:

Policy adoption

Revision number	Date	Amendment	Revised by

Adopted by Governors	January 2017
Adopted by Staff	
Signed by Chair of Governors/Headteacher	

Purpose of the Policy

The purpose of this policy is to explain the aims of SRE within Personal, Social, Health Education and Citizenship. It also describes what we teach and the approaches we use. This policy helps to ensure that the whole school community, parents, staff, governors and pupils have a shared understanding of this important area of the curriculum.

Within Every Child Matters there are elements of all 5 outcomes that directly relate to the teaching of SRE.

The National Healthy School Standard (NHSS, 1999) aims to support schools in the development of a whole school approach to health. Effective sex and relationships education is one criterion for a healthy school.

Aims and Objectives for Sex and Relationship Education

The aim of SRE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. This should take place with consideration of the qualities of relationships within families.

The objectives of Sex and Relationship Education are:

- To provide the knowledge and information to which all pupils are entitled;
- To clarify/reinforce existing knowledge;
- To raise pupils' self-esteem and confidence, especially in their relationships with others;
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities;
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support;
- To develop skills for a healthier safer lifestyle;
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- To respect and care for their bodies;
- To be prepared for puberty and adulthood.

Morals and Values Framework

The SRE programme will reflect the school ethos and demonstrate and encourage the following values:

- Respect for self
- Respect for individuals and human rights
- Responsibility for their own action
- Responsibility for their family, friends, school and wider community
- The value of family life
- Freedom from exploitation
- Acceptance of minority groups without exploitation
- Acceptance of religious sensitivities

The teaching programme for Sex and Relationship Education

Legal requirements

All schools must teach the following as part of the National Curriculum Science Orders, parents do not have the right to withdraw their child/children.

National Curriculum Science

Key Stage 1

1. b) that animals including humans, move, feed, grow, and use their senses and reproduce.
2. a) to recognise and compare the main external parts of the bodies of humans.
- f) that humans and animals can reproduce offspring and these grow into adults.
3. a) to recognise similarities and differences between themselves and others
4. to treat others with sensitivity.

Key Stage 2

1. a) that the life processes common to humans and other animals include nutrition, growth and reproduction.
2. f) about the main stages of the human life cycle.
 - Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language or special needs, including disadvantaged and looked after children.
 - It is our intention all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision as required.

Such a programme can successfully follow the outline given below;

Foundation

Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

Key Stage 1

Through work in science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and PSHE children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

Key Stage 2

In science children build on their knowledge of life cycles, evolution and inheritance in Year 6.

Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In RE and PSHE, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different

patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

Sex and relationship education focuses on the development of skills and attitudes not just the acquisition of knowledge.

The organisation of Sex and Relationship Education

Sex and relationship education is delivered through science, RE, PSHE, Citizenship, literacy activities and circle time. Sex and relationship education is taught by classroom teachers, teaching assistants and outside visitors, such as the school nurse.

A range of teaching methods which involve children's full participation are used to teach sex and relationship education. These include use of Internet resources, discussion, looking at case studies, drama and role play.

Sex and relationship education is usually delivered in mixed gender groups however, there are occasions where single gender groups are more appropriate and relevant.

Resources to teach sex and relationship education include fiction, reference books, leaflets and extracts from appropriate Internet resources.

Specific Issues

• Parental consultation

The school includes information on sex and relationship education in the school prospectus and full details are available on request. Parents are provided with a copy of the school's SRE policy on the school website.

Parents of pupils in Years 5 and 6 are invited to an information workshop led by the School Nurse, prior to the Years 5 and 6 puberty and relationships talk. Letters are sent home to obtain permission from parents/guardians/carers to indicate that they wish for their child to be included in the lessons.

• Procedures for pupils being withdrawn from SRE

Under the Education Act 1993, parents can withdraw pupils from any part of the SRE programme that is outside the compulsory elements contained in the Science National Curriculum.

Parents are informed in the termly newsletter as to what is being delivered in SRE so that they can make an informed choice.

Parents wanting to exercise this right to withdraw will:

- Speak to the class teacher to explain their reasons.
- If they still wish to withdraw their child from SRE they will be asked to state this in writing.
- Parents will be asked to identify what parts of the SRE programme they want their child to be withdrawn from.
- The decision to withdraw from SRE is solely a decision made by parents / guardians.
- When a child is withdrawn from SRE, suitable arrangements will be made within the school.

• Child Protection / Confidentiality

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member will inform the Head Teacher or Deputy Head as Designated Safeguarding Leads in line with the LEA procedures for child protection.
A member of staff cannot promise confidentiality if concerns exist.

- **Links with other policies**

This policy is linked with the following policies:

PSHE & Citizenship

Equal Opportunities

Child Protection / Safeguarding

Confidentiality

Behaviour

Anti-Bullying

These policies can be found on the school's website or are available upon request.

- **Dealing with difficult questions**

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 will be made to meet the individual child's needs and contact made with the parent/guardian if appropriate.

- **Use of visitors**

"Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator's and teacher's responsibility to plan the curriculum and lessons." Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11

When appropriate, visitors such as the School Nurse may be involved in the delivery of sex and relationship education, particularly in Key Stage 2.

- **Children with special needs**

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education. The School Nurse will also provide additional support or guidance to any vulnerable pupils.

Monitoring and Evaluation

Monitoring is the responsibility of the Head Teacher, named governor and teacher with responsibility for sex and relationship education.

The school will assess the effectiveness of the aims, content and methods in promoting students' learning by rigorous monitoring by members of the Senior Leadership Team and by the Subject Coordinator for PSHE.

The effectiveness of the SRE programme will be evaluated by assessing children's learning and implementing change if required.

This policy document will be available on the School's website for all parents and staff following approval by the full governing body.

Any change will be reflected in the school prospectus.

SRE issues will be included in the induction programme for all new members of staff.