

# Staploe Education Trust

*Excellence through partnership*



## Sex and Relationship Policy

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Author:	Headteacher
Approved by:	Kennett, The Shade and The Weatheralls Advisory Bodies
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## **Sex and Relationship Education**

Sex and Relationship Education (SRE) for young people of all ages contributes to promoting their spiritual, moral, cultural, mental and physical development and prepares them for the opportunities, responsibilities and experiences of adult life.

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

SRE is lifelong learning about physical, moral and emotional development starting with early years and extending beyond school. It is about the understanding of the importance of family life, stable and loving relationships, respect love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity.

## **Sex and Relationship Education in our School**

In our school the objective of Sex and Relationship (SRE) is to help and support young people through their physical, emotional and moral development. Our programme is firmly embedded in the Personal, Social and Health Education (PSHE) curriculum as well as the SEAL units of work and will help young people learn to respect themselves and others and prepare themselves with confidence for the passage through adolescence into adulthood.

## **Our aims**

To enable our young people to:

- build knowledge and skills to understand differences and respect themselves and others, preventing and removing prejudice;
- address attitudes and values, personal and social skills, knowledge and understanding;
- develop maturity, confidence and self-esteem;
- be prepared for the opportunities, responsibilities and experiences of adult life;
- develop emotional literacy and communication skills;
- be able to name the parts of their bodies and describe how their bodies work
- respect and care for their bodies
- be able to protect themselves and ask for help and support
- be prepared for the physical and emotional changes of puberty

## **Equal Opportunities**

In our school we believe that the best possible form of education is delivered by the teachers who know our young people well and are aware of their needs.

Our teaching methods take account of the developmental differences of young people particularly in the Year 6 transition year. We recognise that at times it will be appropriate for discussion to take place on a one to one basis or in small groups, which may be single sex.

For some young people it is not culturally appropriate to address certain issues in mixed sex groups. ***We will consult young people and their families and will establish what is appropriate and acceptable for them.***

In recognition of the ethnic, religious and cultural diversity within our school, we have adopted the following principles to inform our work:

- We will not promote one lifestyle to young people to the exclusion or detriment of others
- Consensus is not necessary; it is important to accept and celebrate differences
- Core values of mutual respect, non-exploitation and personal integrity should be encouraged
- Pupils should not be expected to represent their culture or faith to others
- Restrictive conflict leads to entrenched attitudes but constructive conflict can expand attitudes and lead to consensus, compromise or agreement.

Our teachers will plan a variety of activities, which will help to engage boys as well as girls, matching their different learning styles.

### **Pupils with Special Education Needs (SEN)**

Our school will ensure that young people with Special Educational Needs (SEN) will receive an appropriate SRE programme. Our teachers will plan and work in ways recommended by the Cambridgeshire Guidance for SRE for Young People with Learning Difficulties.

### **The Teaching Programme for Sex and Relationship Education**

Our school's full programme for SRE is attached as Appendix I. We use the Cambridgeshire Scheme of Work as well as the SEAL units for all areas of P.S.H.E. including SRE. We have set out some points below which we feel may need further explanation:

Through our Sex and Relationship Education teaching programme we will help young people to respect themselves and others and understand difference in accordance with the DFES SRE Guidance July 2000 and the Cambridgeshire Guidance for SRE (2004) This school recognises that there are strong, mutually supportive relationships outside marriage, which may be the norm for some pupils. Therefore our young people will learn the significance of marriage and stable relationships as key building blocks of community and society while learning to respect and understand difference and diversity.

**Puberty** - At our school the SRE is set within the context of PSHE which means that as our young people reach puberty they will know and understand that they will change and develop, and will have confidence in managing the physical and emotional changes. Our teachers have set clear parameters as to what will be taught in a whole class setting and what will be dealt with on an individual basis.

### **Answering difficult questions**

Sometimes one of our children will ask a difficult or explicit question in the classroom. At our school individual teachers will use their skill and discretion in these situations. On some occasions, our teachers are authorised to say to pupils that a question would be best answered by a parent or carer. In situations in which the nature of the question would suggest any Child

Protection issues teachers are required to pass on this information to the member of staff with Child Protection responsibility in accordance with the school's Child Protection Policy

### **Resource**

In our school we use many resources to support the delivery of Sex and Relationship Education. Teachers are a key resource and will be offered training to develop their own knowledge and skills in this area of the curriculum. We will ensure that we evaluate resources before we use them. Parents will be invited to preview resources to be used. Special care is taken to include the diverse ethnic, cultural and religious backgrounds of our school community.

### **Criteria for evaluating resources**

We seek to select resources which are:

- clear and simple – not too repetitive of the message
- written to a level and with a vocabulary appropriate to the target group
- visually appealing, accurate and reliable
- explicit at a level appropriate for the age group
- provided with other sources of information
- illustrated by images that are relevant to the target group in terms of age, race, culture and background

We shall reject resources which:

- are inappropriate in explicit content for the age group
- stereotype males and females or present a narrow definition of being a man/woman
- only address physical aspects of male and female sexuality, ignoring emotional aspects and the importance of stable relationships

### **Working with Parents and Carers**

Our school works in partnership with parents and carers. Parents know that the school's SRE programme compliments and supports their role as parents. This process will include offering parents support in talking to their children about sex and relationships and how to link this with what is being taught in schools.

Parents have the right to withdraw their children from all or part of sex education, apart from the areas covered in National Curriculum Science. Any parent who wishes to exercise this right should in the first instance contact the head teacher to discuss the matter.

### **Confidentiality**

In our school we have a clear and explicit confidentiality policy. In the classroom this takes the form of ground rule setting as a first step.

As an Advisory Body we feel it is important to state that teachers cannot guarantee absolute confidentiality and that it would only be in exceptional circumstances that

parents/carers were not informed. We reassure pupils that if confidentiality has to be broken they will be informed first, their best interests will be maintained and then they will be supported appropriately. If there is any possibility of abuse we will follow the schools child protection procedure. ***The Child Protection policy is available on our website or from the school office.***

### **Processes of evaluation**

Questionnaires, from time to time, will be given to parents, staff and pupils to gain information about the effectiveness and appropriateness of the school's SRE programme. The questionnaires are attached as Appendix II.

We will also use pupil self-evaluation and reflection after each Unit of Work concerning SRE with a view to identifying where young people have misunderstandings, uncertainties or unanswered questions. Opportunities will be offered to pupils to ensure that they clarify such issues.

### **Policy Review**

Policies will normally be reviewed on a 3-year cycle unless otherwise stated. This review may be brought forward as required by the Trust to reflect changes in supporting advice/guidance.

## APPENDIX I • SRE Work Programme

The National Curriculum column shows what the school is required to deliver to pupils. We have grouped pupils by two years.

Ages	National Curriculum
3, 4 & 5	<p><b>Early Learning Goals</b></p> <p><i>Knowledge &amp; Understanding of the World</i></p> <ul style="list-style-type: none"> <li>• Find out about and identify some features of living things</li> <li>• Find out about past and present events in their own lives and in those of their families and other people they know</li> </ul> <p><i>Personal, Social &amp; Emotional Development</i></p> <ul style="list-style-type: none"> <li>• Respond to significant experiences, showing a range of feelings when appropriate</li> <li>• Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others</li> <li>• Have a developing respect for their own cultures and beliefs and those of other people</li> <li>• Form good relationships with adults and peers</li> <li>• Understand what is right, what is wrong, and why</li> <li>• Consider the consequences of their words and actions for themselves and others</li> <li>• Dress and undress independently and manage their own personal hygiene</li> <li>• Understand that people have different needs, views, cultures and beliefs, that need to be treated with respect</li> <li>• Understand that they can expect others to treat their needs, views, cultures and beliefs with respect</li> </ul> <p><i>Physical Development</i></p> <ul style="list-style-type: none"> <li>• Recognise the importance of keeping healthy and those things which contribute to this</li> <li>• Recognise the changes that happen to their bodies when they are active</li> </ul>
Ages	National Curriculum
6 & 7	<p><b>PSHE National Curriculum</b></p> <p><i>Developing confidence and responsibility and making the most of their abilities</i></p> <ul style="list-style-type: none"> <li>• To recognise what they like and dislike, what is fair and unfair, and what is right and wrong</li> <li>• To recognise, name and deal with their feelings in a positive way</li> <li>• To think about themselves, learn from their experiences</li> </ul> <p><i>Preparing to play an active role as citizens</i></p> <ul style="list-style-type: none"> <li>• To recognise choices they can make, and recognise the difference between right and wrong</li> <li>• To realise that people and other living things have needs, and that they have responsibilities to meet them</li> <li>• That they belong to various groups and communities, such as family and school</li> </ul> <p><i>Developing a healthy, safer lifestyle</i></p> <ul style="list-style-type: none"> <li>• How to make simple choices that improve their health and wellbeing</li> <li>• About the process of growing from young to old and how people's needs change</li> </ul>

	<p><i>Developing good relationships and respecting the differences between people</i></p> <ul style="list-style-type: none"> <li>• To recognise how their behaviour affects other people</li> <li>• Identify and respect the differences and similarities between people</li> <li>• that family and friends should care for each other</li> </ul> <p><b>Science National Curriculum</b></p> <ul style="list-style-type: none"> <li>• To know that animals, including humans, move, feed, grow and use their senses</li> <li>• To recognise and compare the main external parts of the bodies of humans and other animals</li> <li>• To know that humans and other animals can produce offspring and that these offspring grow into adults</li> <li>• To recognise similarities between themselves and others and treat others with sensitivity</li> </ul>
<b>Ages</b>	<b>National Curriculum</b>
8 & 9	<p><b>PSHE National Curriculum</b></p> <p><i>Developing confidence and responsibility and making the most of their abilities</i></p> <ul style="list-style-type: none"> <li>• To recognise their worth as individuals by identifying positive things about themselves</li> <li>• To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action</li> </ul> <p><i>Preparing to play an active role as citizens</i></p> <ul style="list-style-type: none"> <li>• That there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other</li> <li>• To resolve differences by looking at alternatives, making decisions and explaining choices</li> </ul> <p><i>Developing a healthy, safer lifestyle</i></p> <ul style="list-style-type: none"> <li>• to recognise the different risks in different situations and then decide how to behave responsibly</li> <li>• that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure</li> </ul> <p><i>Developing good relationships and respecting the differences between people</i></p> <ul style="list-style-type: none"> <li>• that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view</li> <li>• where individuals, families and groups can get help and support</li> </ul> <p><b>Science National Curriculum</b></p> <ul style="list-style-type: none"> <li>• To know that animals, including humans, move, feed, grow, use their senses</li> <li>• To recognise and compare the main external parts of the bodies of humans and other animals</li> <li>• To know that humans and other animals can produce offspring and that these offspring grow into adults</li> </ul> <p>To recognise similarities between themselves and others and treat others with sensitivity</p>

Ages	National Curriculum
10 & 11	<p><b>PSHE National Curriculum</b></p> <p><i>Developing confidence and responsibility and making the most of their abilities</i></p> <ul style="list-style-type: none"> <li>• To recognise their worth as individuals by identifying positive things about themselves</li> </ul> <p><i>Preparing to play an active role as citizens</i></p> <ul style="list-style-type: none"> <li>• That there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other</li> </ul> <p><i>Developing a healthy, safer lifestyle</i></p> <ul style="list-style-type: none"> <li>• to recognise the different risks in different situations and then decide how to behave responsibly</li> <li>• that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure</li> </ul> <p><i>Developing good relationships and respecting the differences between people</i></p> <ul style="list-style-type: none"> <li>• that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view</li> <li>• to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships</li> <li>• where individuals, families and groups can get help and support</li> </ul> <p><b>Science National Curriculum</b></p> <ul style="list-style-type: none"> <li>• To know that animals, including humans, move, feed, grow, use their senses, and reproduce</li> <li>• To recognise and compare the main external parts of the bodies of humans and other animals</li> <li>• To know that humans and other animals can produce offspring and that these offspring grow into adults</li> </ul> <p>To recognise similarities between themselves and others and treat others with sensitivity</p>



**Sex and Relationship Education Review**

**Which are the most important elements of SRE for the School to deliver between the ages of 5 and 11?**

(Please allocate a number between 1 and 5. 1 being the least important and 5 being the most important. Please use each number only once)

Develop confidence in talking listening and thinking about feelings and relationships	
Naming parts of the body	
Ways to keep safe and ask for help	
Preparing for puberty	
How a baby is made and develops	

**Our school values your views on all areas of your child’s education and strives to offer support to parents.**

**How many of your children attend our school? (Please circle)**

**1 2 3 4 5**

Do you agree or disagree with these statements? Please rate the following statements by ticking in the appropriate box. 1= strongly disagree, 2= disagree, 3= agree, 4= strongly agree, 5= Don’t know	1	2	3	4	5
	<i>Disagree</i> ⇔ <i>Agree</i>				
I would prefer to leave Sex and Relationships Education (SRE) to the school.					
I am confident that school has a high quality policy on SRE.					
I support the school in their aims and objectives for SRE.					
I have received adequate information from the school about my child’s SRE.					
The information I have received about SRE has been interesting and appropriate.					
I am comfortable talking to my child about sex and relationships.					
I feel well supported by the school when talking to my child about SRE.					

**In the future, how would you like to be given information about the content of SRE and ways to support your child at home? (Please tick any that apply)**

Evening presentation	
Informal after school ‘drop in’	
Opportunities to see children’s work and teacher resources	
Information about coverage of SRE through termly topic summaries	
A leaflet	
Other (Please state)	



**Are there other areas which you feel your child should learn about at home?**

**We welcome any further comments/suggestions...**

**Thank you for taking the time to complete this questionnaire.  
Please return it to the school office by Friday**

APPENDIX III • Letter to Parents

Dear Parent/Carer,

[DATE]

***Re: Sex and Relationships Education (SRE)***

We will shortly be beginning some work about 'Sex and Relationships' (SRE). This work forms part of this term's programme of Personal Social and Health Education (PSHE), which we deliver throughout the school. The topic covers some elements of Science and some PSHE.

Our SRE Unit of Work is based on the Cambridgeshire PSHE Scheme of Work. We have carefully reviewed the resources we use to support our teaching, to ensure they are appropriate to the age and needs of the children. The attached leaflet provided by the Cambridgeshire County Council gives a brief outline of the learning areas as well as some useful tips on how to discuss the issues with your child.

The children will be taught by members of the school staff, who know them and their needs best and are well placed to deal with any issues arising.

If you have any questions or would like to speak to your child's teacher, please do not hesitate to do so.

Kind regards

?? (PSHE Co-ordinator)