



## Sex and Relationships Education Policy

	Signature	Date
Chair of Governors	<input type="text"/>	<input type="text"/>
Headteacher	<input type="text"/>	<input type="text"/>
Full Governing Body Approval		<input type="text"/>
Next Review Date		<input type="text"/>

## **Introduction**

Sex and Relationships Education (SRE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being (Sex Education Forum 2014).

Effective SRE can make a significant contribution to the development of the personal skills needed by children if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

## **Definition of Sex and Relationship Education**

“Sex and Relationship Education 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. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.” SRE Guidance DfEE 2000

## **Sex and Relationships Education at Newtown will:**

- Be developmental and appropriate to the age and stage of the child
- Be available to all pupils
- Provide information and knowledge
- Challenge beliefs and highlight misconceptions
- Help the child to form positive attitudes and values
- Examine opinions and concepts and encourage discussion
- Develop awareness, respect and responsibility for oneself and for others
- Promote the skills necessary for effective communication
- Encourage positive behaviour
- Equip each child with the assertiveness skills necessary to enable them to make choices

## **The Aims of Sex and Relationships Education at Newtown are:**

- To develop age appropriate knowledge and understanding about growth and development and human reproduction
- To promote the value of loving relationships and of family life, however that family is configured
- To look at different relationships, including friendship, family relationships and dealing with strangers
- To begin to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance and how to manage conflict
- To foster self-esteem, self-awareness and a sense of moral responsibility

## **Contents and delivery of the SRE programme**

At Newtown SRE is taught at a level appropriate to the age of the children incorporating relevant aspects of the Early Years Foundation Stage curriculum, the non-statutory framework for Personal, Social and Health Education and Citizenship (PSHCE) and the National Curriculum for Science.

## **Visitors**

The school may use the School Nurse or other health professionals to enhance the delivery of the SRE programme. Any such visitor will follow the school's planned programme for SRE and copies of the school's SRE Policy will be made available to them prior to their visit.

## **Involvement of Pupils and Parents and the right of withdrawal**

Guidance states that all parents should be consulted and involved in discussions about sex education. All parents have access to the SRE policy on request and on the school web-site.

Parents have the right to withdraw their child from all or part of a sex education programme except for those parts that fall within the statutory National Curriculum. The request for withdrawal should be put in writing to the Headteacher and will be put onto the child's school record.

## **Answering Questions and Sensitive Issues**

Governors and teachers are in agreement that teachers should answer all children's questions relating to SRE in an open and factual way, taking into consideration the family background, culture, religious beliefs and pupils' differing experiences. The following ground rules have been established:

- Teachers should not enter into discussion about personal issues or lifestyles;
- No-one (child or adult) has to answer a personal question;
- Nobody is forced to take part in a discussion;
- In discussion, teachers will promote the knowledge and use of 'accepted' names for external body parts (see below);
- Teachers will always involve parents before answering individual questions of a sensitive nature;
- Meanings of words are explained in a sensible and factual way.

An individual child may ask an explicit or difficult question in the classroom. Teachers will use their discretion in these situations, and may use the following strategies in responding to questions:

- Reassure the child
- Try to find out why the child is asking the questions, and exactly what they want to know;
- Determine the child's present level of knowledge and understanding;
- Offer a simple answer, and if appropriate back up with a relevant story or picture;
- If the answer required is more complex, the teacher will meet with the child's parents/carers at the end of the day to discuss the issue;
- Occasionally, questions will be answered later on in the day instead of immediately, in order to find an appropriate time for responding.

## **Terminology**

If children ask specific questions about the following terms, or if children use the following terms and it is felt that an explanation should be given the following definitions may be shared with the children. The guidelines for answering difficult questions will be followed in all cases (see above).

### **Naming body parts**

As a staff, the issue of naming body parts has been discussed, and it is felt that it is not appropriate to teach the names of sexual organs as part of the sex and relationships education programme to infant aged children. However, as part of the responsive approach, if children ask specific questions, the terms 'penis' and 'vagina' may be used in line with the guidelines for answering difficult questions.

### **Lesbian / Gay / Homosexual / Trans**

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Our basic response will be that all families are different. Some children have a mum and a dad as their parents; some children have just a mum or a dad; some children have two mums and some have two dads. If a family has two mums or two dads we call those parents gay and/or lesbian or homosexual depending on their gender.

### **Definition of the family**

Teachers will base work on families and family life on the following definition of a family:

“A family is a nurture group of significant individuals who care for one another”.

This definition in its wording above is for the teachers’ own use and will not be shared with the children. In order to show due regard for family life, staff will ensure that they have knowledge about the children’s backgrounds, and will respect each child’s individual circumstances, without making value judgements.

### **Inclusion**

In support of the school policies for Race Equality, Equal Opportunities and Inclusion, all pupils, regardless of age, ability, gender or race have the same opportunity to benefit from SRE, resources and teaching methods.

### **Confidentiality**

Although an atmosphere of trust is encouraged teachers will not offer pupils or their parents/carers unconditional confidentiality. Information about behaviour likely to cause harm to the pupil or to others will be passed on to the appropriate agency via the Headteacher as the designated person for Safeguarding. Child Protection procedures will always be followed.

### **Review and Evaluation**

The Governors’ Teaching and Learning Committee is responsible for overseeing, reviewing and organising the revision of the SRE Policy.

OfSTED is required to evaluate and report on the spiritual, moral, social and cultural of pupils. This includes evaluating and commenting on the school’s SRE Policy, and on support and staff development, training and delivery.

### **Policy Review and Consultation process**

The policy will be reviewed by staff and governors at least three yearly and will be made available to parents, via the website as part of the consultation process.