



## **SEX AND RELATIONSHIPS EDUCATION POLICY**

This policy was reviewed:	April 2019
This policy was ratified by Full Governing Body (if applicable):	Not applicable
This policy will be reviewed again:	April 2022
Governor committee responsibility:	Achievement & Families Committee
Statutory Policy?:	Yes

## **Introduction**

The Carlisle and Hampton Hill Federation takes its responsibility to provide relevant, effective and responsible sex and relationship education (SRE) to all of its pupils as part of the school personal, social, health and economic education (PSHEE) curriculum very seriously. The schools want parents and pupils to feel assured that sex education will be delivered at a level appropriate to both the age and development of pupils, and they are safe to voice opinions and concerns relating to the sex education provision.

This policy is drafted by the headteachers of the Federation in consultation with governors and senior leaders. Parents are given the opportunity to discuss this policy at parents' evenings, and teaching and non-teaching staff are invited to discuss it during training sessions. The policy is reviewed and approved by the governing body annually.

### **1 Introduction**

**1.1** Our school's policy on sex and relationship education is based on the DfES document *Sex and Relationship Education Guidance* (DfES 0116/2000).

**1.2** In the DfES document, sex and relationship education is defined as 'learning about physical, moral and emotional development'. The guidance states, 'It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care.'

**1.3** Sex and relationship education should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and of society and preparing pupils for the opportunities, responsibilities and experiences of adult life. It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of 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.

### **2.1 Pupil Learning Outcomes**

**At the end of Key Stage 1 pupils will be able to-**

- Make positive statements about themselves and others
- Make simple choices and know there will be consequences to these choices
- Be able to name external body parts and some basic internal organs and functions using the correct names for parts of the body and appreciate that some parts of my body are private.
- Know that all living things reproduce themselves
- Make and maintain friendships
- Understand what makes a good friend
- Understand all actions may have emotional as well as physical consequences

- Know that people live in a variety of situations and families
- Express their feelings
- Know that some behaviours are risky
- Using the NSPCC PANTS resources the children will know the difference between appropriate and inappropriate touch, understand that they have the right to say 'no' to unwanted touch and start to think about who they can trust and who they can ask for help.

**At the end of Key Stage 2 pupils will-**

- develop confidence in talking, listening and thinking about feelings and relationships;
- are able to name parts of the body and describe how their bodies work;
- can protect themselves and ask for help and support;
- are prepared for puberty.
- learn to respect themselves and others, moving with confidence from childhood towards adolescence

**How is SRE provided?**

Pupils need to be given accurate information and helped to develop skills to enable them to understand difference and respect themselves and others and for the purpose also of preventing and removing prejudice.

A planned, progressive programme of SRE gradually and appropriately begins to prepare our children for adult life. It teaches the skills they need to fully manage the natural physical and emotional changes that will happen to them as they grow and mature into healthy, confident and responsible adults.

In line with national recommendations, SRE at HHJS will be delivered through the PHSE, Science and Citizenship frameworks.

SRE should cover the following areas:

**Attitudes and Values**

- Learning about the values of family life and stable relationships.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

### **Personal and Social Skills**

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices based on understanding of differences and with the absence of prejudice.
- Providing opportunities for young people to develop the ability to understand the consequences of their decisions and actions,
- To manage conflict.

### **Knowledge and Understanding**

- Information about healthier, safer lifestyles
- Physical development
- Emotions, relationships and reproduction.
- Pupils will also develop their sensitivity and tolerance towards others through:
  - RE and collective worship.
  - Circle Time
  - SEAL/ PSHE/Citizenship
  - Jigsaw SOW

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

SRE will be taught alongside the current science curriculum. Parents do not have the right to withdraw their child/children from these lessons.

### **Working in Partnership with Parents**

Parents are the key people in:

- Teaching their children about sex and relationships;
- Maintaining the culture and ethos of the family;
- Helping their children cope with the emotional and physical aspects of growing up
- Preparing them for the challenges and responsibilities that sexual maturity brings.

The school is committed to working with parent and carers and informs parents when pupils will be studying SRE.

Parents have the right to withdraw their children from all or part of the SRE provided except for those parts included in the statutory National Curriculum. Parents are asked to contact the school in order to discuss any concerns

### **Working with the Wider Community**

Elements of sex and relationship education are also provided by a range of people in the wider community including health professionals, social workers, youth workers and visitors. If people other than school staff support SRE provision, they will be made aware of and agree to abide to our SRE policy before any support is given.

### **Confidentiality and Child Protection**

SRE will take place in a secure and supportive environment however the children will be made aware that teachers **cannot** offer unconditional confidentiality. All staff involved in

delivering and supporting SRE should be alert to the signs of abuse, neglect and exploitation. The school has a separate Safeguarding Policy. Effective SRE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

### **Review and Monitoring**

The Sex and Relationships Education Policy is reviewed every two years by governors. The SRE programme is monitored by the PSHE Co-ordinator.

### **Equal Opportunities**

The school is committed to the provision of SRE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds.

<b>Headteacher:</b>	Z Brittain A Went	<b>Date:</b>	24.5.19
<b>Chair of Governing Body:</b>	William Day	<b>Date:</b>	24.5.19

