



Sex & Relationships Education Policy

Head Teacher: Mrs M. Mann

Reviewed and Updated: November
2016

SEX & RELATIONSHIPS EDUCATION

At Aldersbrook Primary School we believe in providing a successful learning culture, preparing our pupils for life.

Definition

Many elements of Sex and Relationships Education (SRE) are common to all areas of SMSC and are crucial to children's emotional, personal and social development. They contribute strongly to children being healthy and staying safe.

These elements include:

- Self-awareness and self-esteem.
- Self confidence in preparing for the emotional and physical changes into adulthood.
- Confidence in talking and listening to others.
- An awareness and understanding of feelings and emotions.
- The language and confidence to discuss personal, physical and relationship matters with peers, parents, health care staff and other trusted adults.
- Assertiveness and decision making skills.
- Ability to assess potential risks and keep safe.
- Understanding of and respect for one's own and others' beliefs and values, reducing stereotyping and prejudice.
- Skills to ask for help and the knowledge of whom and where they can access support from.
- Give them an understanding of reproduction and sexual development.
- Give them an understanding of the importance of health and hygiene.

Specific additional SRE work builds on these core elements, providing pupils with a foundation of physical, emotional and social information, understanding and skills.

Aims

The policy has been developed to ensure that staff and parents or carers are clear about the statutory requirements regarding Sex and Relationships Education, and that the pupils receive their educational entitlement.

Through implementation of this policy, the school will meet specific aspects of the legal and statutory requirements. Every child is entitled to receive Sex and Relationships Education. It is our intention that all children have the opportunity to experience a programme of Sex and Relationships Education at a level which is appropriate for their age and physical development with differentiated provision if required.

Developing the Policy

The process of developing this policy has included taking into consideration the views of the school community including teachers and governors.

Rights and Respect

We are beginning to embed the UNICEF Convention for the Rights of a Child. As a school we have decided that the following rights are paramount and guide how all members of and school and community should behave.

1. The right to feel safe:

Pupils will play kindly, tell the truth, listen and respect all those around them, keep our school tidy and clean.

Parents will help their children to behave and help support the school in addressing problems. They will also encourage children to resolve difficulties in a positive manner.

Staff will develop a safe environment, use the reward system consistently and remind the children of their responsibilities towards others.

2. The right to learn:

Pupils will be the best they can be, allow others to learn and positively share their learning.

Parents will support their children in having a positive attitude towards school, ensure children arrive to school on time and ready to learn and attend parents meetings.

Staff will maintain a positive learning environment and provide challenging and interesting curriculum.

3. The right to be treated with respect:

Pupils will be kind and helpful, listen to others and treat others as they would want to be treated.

Parents will encourage their children to have a respectful attitude, be cooperative and deal directly with staff regarding any concerns.

Staff will model respectful behaviour and provide appropriate guidance. Treat all children and families fairly.

The Moral and Values Framework

Sex and Relationships Education is required to be taught within a moral framework. Children will learn about moral values through all aspects of school life and in all curriculum areas, not just in Sex and Relationships Education.

We aim to:

- Help pupils develop sensitivity and respect for themselves and others.
- Provide a friendly and caring environment in which children are able to ask questions and further their understanding.
- Support pupils in taking responsibility for their actions and the consequences of their actions.
- Provide equality of opportunity for all children in a caring community in which each individual is encouraged to make a valuable contribution.

Organisation of SRE

We teach Sex and Relationships Education discretely. Most of the SRE content is taught during the summer term. The curriculum for SRE at Aldersbrook maps out lesson objectives for each year group. These themes progress as children move through the school. We also teach SRE through other subject areas (for example Science and PE) where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Linked with R.E, 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. Since Sex and Relationships Education incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum, but through all aspects of school life including the playground. It is important then that all staff understand that they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

SRE will be provided by the teaching and support staff of the school, with the additional support of the School Nurse for specified elements.

Teaching styles take into account the differing needs of pupils. A range of interactive teaching methods will be used such as: teacher input, presentation, drama, video, small and whole group discussion and personal reflection.

Dealing with sensitive issues

Teachers need to be aware of issues arising from the teaching of SRE. The following protocols for discussion will be employed.

- No teacher or child will have to answer a personal question
- No one will be forced to take part in a discussion
- Only the correct name for body parts will be used
- Teachers may use their discretion in responding to questions and may say that the parent/carer is the appropriate person to answer that question

Confidentiality

All children need to be informed that as a general rule, confidentiality will be maintained.

Where a member of staff is concerned with child protection issue, the situation will be followed in line with our child protection policy.

Resources

The school will be using resources recommended by the borough advisory team, alongside other resources such as age appropriate anatomically correct models, story books and information booklets.

Monitoring and Evaluation

SRE will be monitored and evaluated as all other subjects, in accordance with the school's Monitoring and Evaluation Policy. This includes lesson observations, planning, work scrutiny, and appraisal by senior staff on a scheduled basis. The use of resources and general teaching materials will also be monitored.

Right to Withdraw Pupils

Parents have the right to withdraw their children from lessons or elements of lessons that cover aspects of SRE not legally required by the National Curriculum.

Parents wishing to withdraw their children should write to the Headteacher.

Pupils withdrawn will move into another class for the duration of the SRE lesson.

Parents and Community Link

We aim to work in partnership with parents, consulting them on the policy and informing them of the programme. We also provide opportunities for parents to view resources, discuss the programme and obtain information on relationships and sexual health issues.

Review

This policy and Scheme of Work will be reviewed in or before Autumn Term 2017.