

Relationships and Sex Education Policy



Wheatley Hill Community Primary School

Author: <i>Alan Scarr</i>
Head Teacher: <i>Alan Scarr</i>
Chair Of Governors: <i>Jayne Dinsdale</i>
Date Written: <i>July 2017</i>
Adopted by Governing Body: <i>July 2017</i>
Date for Review: <i>July 2018</i>

1. This policy was developed in response to:

- Sex and Relationship Education Guidance DfES 2000,
- Supplementary Guidance Sex and Relationship Education (SRE) for the 21st Century 2013.
- Equalities Act 2010
- Not Yet Good Enough: personal, social, health and economic education in schools, (Ofsted 2013)
- Life Lessons: PSHE and SRE in schools: Fifth Report, (House of Commons Education Committee 2015)

This policy should be considered alongside the following:

- E-safety Policy
- Anti-bullying Policy
- Safeguarding Policy (including child sexual exploitation)
- Equal Opportunities
- PSHCE Policy

2. The Consultation Process Has Involved:

- Pupil focus groups / school council
- Consultation with parents / carers
- Review of SRE curriculum content with staff, pupils and parents /carers
- Consultation with wider school community e.g. school nurse, Education Development Service,
- Consultation, agreement and implementation with, of policy by school governors

3. What Is Sex and Relationship Education?

SRE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

‘Every child has the right to receive all kinds of information.’ Article 13

4. Principles and Values

In addition Wheatley Hill Community Primary and Nursery School believes that SRE should:

- be an integral part of the lifelong learning process, beginning in early childhood and to continue into adult life.
- be an entitlement for all pupils in our care.
- encourage every pupil to contribute to the school community that aims to support each individual as they grow and learn.
- be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. children living with step families; those living with same sex parents, children looked after, adopted children, extended family. It includes a variety of types of family structure, and acceptance of diversity.
- encourage pupils and staff to share and respect each other's views. We are aware of different values and opinions to sexual orientation, relationships and diversity. The important values are love, respect and care for each other.
- generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment.
- recognise that parents and carers are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents/carers and pupils, consulting them about the content of programmes.
- recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals.
- correct terminology will be used for genital areas
- support will be given to parents and children by giving appropriate information about specific agencies

'Every child has a right to find out information.' Article 17

'Every child has the right to be protected.' Article 19

Sex and Relationship Education in this school has three main elements:

Personal and Social Skills

- managing emotions within relationships confidently and sensitively.
- developing positive self esteem and confidence.
- developing and demonstrating self-respect and empathy for others.
- making informed choices with an absence of prejudice.
- developing an appreciation of the consequences of choices made.
- managing conflict.
- empower pupils with the skills to be able to recognise inappropriate/uncomfortable situations and/or behaviours with their peers and adults.

Attitudes and Values

- learning the importance of values, individual conscience and moral choices.
- valuing family life, stable and loving relationships, marriage and civil partnerships.
- learning about the nurture of children.
- demonstrating the values of respect, love and care.
- exploring, considering and understanding moral dilemmas.
- developing skills including negotiation and decision making.
- challenging myths, misconceptions and false assumptions.

‘Every child has the right to an opinion.’ Article 12

Knowledge and Understanding

- learning and understanding about physical and emotional development at appropriate stages.
- learning about reproduction, human sexuality, gender identity, personal health, emotions and relationships.
- learning about where to go for help or advice in school and how to access a range of local and national support agencies

‘Every child has the right to a good education.’ Article 28

5. Aims and Objectives

The aim of SRE is to provide balanced factual information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our SRE programme aims to prepare pupils for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- have the confidence and self esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within personal relationships.
- avoid being pressured into uncomfortable or dangerous situations.
- communicate effectively by developing the appropriate language for sex and relationship issues.
- develop awareness of their sexuality, gender identity, challenge sexism and prejudice, and promote equality and diversity. Lesbian Gay Bisexual and Transgender (LGBT) awareness
- have sufficient information and skills to protect themselves in a variety of situations including from exploitation.
- be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.

‘Every child has the right to receive all kinds of information and share what they think with others.’ Article 13

6. Organisation and Content of Sex and Relationship Education

Wheatley Hill Community Primary and Nursery School specifically delivers sex and relationship education through its PSHCE Programme, RE and Science lessons at foundation stage, KS1 and KS2.

‘Every child has the right to a good education.’ Article 28

Much of the sex and relationship education at Wheatley Hill Primary takes place within PSHCE lessons. Teachers generally deliver the PSHCE curriculum with support from professionals where appropriate. School staff are usually the best people to work with the pupils on many of the SRE topics as they are aware of each pupil's individual circumstances. SRE lessons are set within the wider context of the PSHCE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction may also be taught as part of National Curriculum Science. The PSHCE Programme and Science National Curriculum are taught in every year.

Any SRE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When pupils ask questions, we aim to answer them honestly at an age appropriate level and within the ground rule established at the start of the sessions. If it is felt that answering a specific question would involve information at a level inappropriate to the age and development of the rest of the pupils, the question will be dealt with individually at another time.

More expert or specialist teachers and other professionals may support staff that are uncomfortable with teaching certain aspects of the SRE curriculum. Support and professional development will be provided for these staff, so that they can develop their confidence in delivering the whole of the SRE programme.

Assessment is carried out where appropriate, for example, at the end of every module and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

7. Inclusion

Ethnic, Cultural and Religious Groups

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents /carers to discuss any concerns with the Head teacher.

‘Every child has the right to think and believe what they want and practice their own religion.’ Article 14

Pupils with Special Needs

We will ensure that all pupils receive sex and relationship education, and we will offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary.

Sexual Identity, Gender Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation and gender identity and answer appropriate questions and offer support. Pupils, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

‘Every child has the right to be free to say what they think and seek and receive information.’ Article 13

8. Right of Withdrawal of Pupils from Sex and Relationship Education

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the statutory National Curriculum (e.g. science lessons). We will make alternative arrangements in such cases. Parents are encouraged to discuss their concerns and / or decisions with the Head teacher at the earliest opportunity. Parents are welcome to review any SRE resources the school uses.

9. Confidentiality and Safeguarding

It should be made clear to pupils that all adults in school cannot guarantee absolute confidentiality. This should be made clear when forming the class Ground Rules.

‘Every child has the right to be protected.’ Article 19

A child under 13 is not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under 13 is very serious and should be taken to indicate a risk of significant harm to the child. Cases involving under 13's should always be discussed with the nominated child protection lead.

Under the Sexual Offences Act, penetrative sex with a child under the age of 13 is classed as rape. Therefore, in all cases where the sexually active young person is under 13, a referral should be made to First Contact, formerly Social Care Direct identifying the young person, and the sexual partner if known. Following this, a Strategy Meeting or discussion will be held. The meeting will involve a Team Manager, Social Worker, Police, Health Worker, Education and Welfare and other relevant agencies, to discuss appropriate next steps.

Where the allegation concerns penetrative sex, or other intimate sexual activity occurs, there would always be reasonable cause to suspect that a child, whether girl

or boy, is suffering or likely to suffer significant harm. All cases involving under 13's should be fully documented and reported.

Health professionals in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse.

These procedures should be read in conjunction with the Durham LSCB protection procedures ([link](#)) with special reference to Sections 3 'Referral and Investigation' and Section 6.13 'Sexually Active Children under 18' – 'Young People under the age of 13'

'Every child has the right to be protected from sexual abuse and exploitation.' Article 34

10. Monitoring and Evaluation of Sex and Relationship Education

It is the responsibility of the Head teacher/ Leadership Team to oversee and organise the monitoring and evaluation of PSHCE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHCE programme will be treated as a subject and will be involved in a yearly monitoring and evaluation exercise led by the Leadership Team.

The Governing body is responsible for overseeing, reviewing and organising the revision of the sex and relationship education policy and curriculum.

From September 2015, Ofsted is required to evaluate and report personal development, behaviour and welfare as well as spiritual, moral, social and cultural development (SMSC) of pupils. This may include evaluating and commenting on the school's sex and relationship education policy, curriculum, staff development, and quality of provision.