



**Huntington
Community Primary School**

**Sex and Relationships
Education policy**

January 2013

This policy has been formulated in line with the recommendations of the document *Sex and Relationship Education Guidance* (DfEE 0116/2000, July 2000 – status: good practice)

Aims

The Sex and Relationship Education within the school aims to provide opportunities for pupils to develop the skills, knowledge and understanding they need to lead confident, healthy, independent lives and become informed and active citizens. The work aims to be delivered in an accepting and honest way which enables young people to contribute and to receive the sex and relationships education they deserve.

Objectives

To:

- develop pupils' confidence and self esteem
- develop pupils' knowledge about healthier and safer lifestyles in order that they are able to make decisions based on that knowledge, and understand the potential outcomes and consequences of their decisions
- develop pupils' knowledge and understanding about the services that are available
- provide opportunities for young people to develop effective, fulfilling relationships
- provide opportunities for young people to develop an understanding of, and respect for, difference
- enable young people to develop the skills necessary to protect themselves from exploitation

Moral and Values Framework

The Sex and Relationship Education programme will reflect the school ethos and demonstrate and encourage the following values:

- respect for self and others
- respect for difference
- responsibility for their own actions
- responsibility for their family, friends and wider community
- the rights of the individual
- equality

Delivery

The Sex and Relationship Education curriculum will be delivered through PSHCE and science by teachers.

Methodology

The work in this area of the curriculum will be delivered within the aims and objectives stated above and delivered through interactive methods (e.g. group work, role-play, discussions), with interactive video material used to develop the learning where appropriate. The use of worksheets, except to reinforce learning or test knowledge, is not encouraged. The use of discriminatory language, stereotyping and/or abuse will be challenged consistently and if necessary use will be made of the school's Anti-Bullying Policy.

Classroom arrangements

The work will be delivered in mixed gender and ability groups, except in years 5 and 6, in which boys and girls will be taught the more advanced elements of the curriculum separately.

All teaching groups will develop ground rules for the teaching and learning of SRE which will be actively used in every classroom.

Curriculum content

The more advanced curriculum content for years 5 and 6 is outlined in the separate Scheme of Work document (revised July 2011). Young people will be involved in evaluating each lesson and/or the overall programme.

Assessment

Assessment will be carried out by pupils' peers and the teaching staff.

Selection of resources

Resources used will be appropriate for the age group and be subject to regular review.

Monitoring and evaluation

It is expected that each lesson will be evaluated by teachers and pupils and this will contribute to an annual evaluation of the curriculum by the team and pupils. The outcomes of the monitoring and evaluation will be reported to governors when requested.

Transition arrangements

The PSHCE co-ordinator will liaise with the Secondary Schools to ensure coherence and a developmental approach, which will contribute to, and build on, the work already undertaken.

Training

Staff delivering SRE are encouraged to apply for courses as appropriate and to team teach where possible in areas where development is needed. Observation and feedback of teaching and learning between members of the team is also encouraged. Whole school training on SRE and related issues will sought as required through the LA and/or the Health Improvement/Promotion Department.

Working with Parents

The school is committed to working with parents as part of its work towards being a healthy school. Parents can, under section 405 of the Education Act 1996, withdraw their child from Sex and Relationship Education lessons:

"If any parent of any pupil....requests that s/he may be wholly or partly excused from receiving sex education at the school, the pupils shall, **except**, in so far as the education is comprised in the National Curriculum, be so excused accordingly until the request is withdrawn."

Parents will be given the chance to view the materials to be used in SRE lessons if they wish, to make an informed choice about whether they feel the curriculum and materials, in part or in totality, are suitable for their child's level of development/maturity.

Parents wishing to exercise the right to withdraw their child from SRE lessons are invited to see the head teacher, who will explore their concerns and discuss any impact that such action may have on the child, including the possible negative experiences or feelings that may result.

Sex and Relationship Education materials will be available to parents who wish to supplement the school programme.

Arrangements for young people absent during SRE lessons

Young people who are absent from school during Sex and Relationship Education will receive such education as soon as possible after their return to school.

Child Protection

The school has a Child Protection Policy, which is available on request.

Confidentiality

It is the responsibility of the school to support young people but no individual should guarantee a child absolute confidentiality.

Young people should be made aware that ‘confidences’ may be shared among the staff of the school if that is seen to be beneficial for the young person’s wellbeing and/or the teacher’s ability to deal with the issue. Young people should be made aware that under the **Children Act 1989**, adults ‘may do what is reasonable in all the circumstances of the case for the purpose of safeguarding or promoting the child’s welfare’.

Answering Difficult Questions

Teachers should establish, with the young people, a set of ground rules so that young people are aware of the parameters. For example:

- if a question is too personal, remind the young person about the ground rules.
- if the young person needs further support, refer them to the school nurse, school counsellor, helpline or an outside agency or service.
- if a question is felt to be too explicit, acknowledge it and make it clear that the issue could be discussed by the teacher with the parents of the child.
- if the answer to a question is not known – say so. The class and teacher could research the information together.
- any concern about sexual abuse should be followed up under the Child Protection Procedures.

Procedures for Policy Monitoring and Evaluation

Young people and staff will be consulted every year about the content and delivery of the Sex and Relationships Education programme. This will inform any further policy development and the tri-annual review. Parents will be consulted every three years about the policy.

The overall responsibility for policy monitoring and evaluation remains with the Governing Body.

Dissemination of Policy

The policy will be disseminated through the school website.

This policy was reviewed by:

Date: March 2013

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The next revision date is:

March 2016