



## Why do we teach Sex and Relationships Education?

The term *sex and relationships education (SRE)* is used in this policy rather than *sex education*. This is to stress that our approach goes beyond provision of biological information to focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

According to the latest DCSF guidance SRE 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'*

The DCSF 'Sex and Relationship Guidance' (2000) recommends that *'Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives'* and that *'schools should have a sex and relationships education programme tailored to the age and the physical and emotional maturity of the children'*. The school has a key role, in partnership with parents/carers, in providing SRE.

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about sex and relationships, are likely to be more discerning in their relationships and sexual behaviours and more likely to have fulfilling relationships.

## What is SRE?

### Knowledge and understanding

- Learning and understanding physical development at appropriate stages
- Understanding human sexuality, sexual health, emotions and relationships
- Learning about safe and healthy lifestyle based on accurate information
- Learning about seeking appropriate help and advice

### Attitudes and values

- Learning the importance of values and individual conscience and moral considerations
- Learning the value of family life, stable and loving relationships for the nurture of children
- Learning the value of respect, love and care

- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision making
- Learning to respect and value difference and diversity

#### Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively
- Learning to manage change
- Developing self-respect and empathy for others
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Learning to make informed choices
- Developing an appreciation of the consequences of choices made
- Managing conflict
- Learning how to recognise and avoid exploitation and abuse

#### **How is SRE provided?**

1. Within the taught, age appropriate, spiral programme within PSHE and science managed by the SRE co-ordinator
2. Through other curriculum areas delivering aspects (eg drama, literacy etc)
3. assemblies
4. Pastoral support for pupils who experience difficulties (please see Confidentiality Policy)
5. By the provision of appropriate information through leaflets and books
6. Via drop in clinic or other forms of enhanced provision where appropriate
7. delivery in response to incidents

#### **Teaching methods and resources**

Continuity and progression will be generated through the adoption of a whole school approach to the planning and delivery of clearly defined and progressive learning objectives covering knowledge, skills and understanding.

SRE is conducted in a safe learning environmental through the use of ground rules and distancing techniques so that pupils are not put on the spot or expected to discuss their own personal issues in class. For example:

- Nobody (teacher or pupil) should be expected to answer a personal question
- No one will be forced to take part in a discussion
- In most cases the correct names for the body parts will be used
- The meanings of words will be explained in a sensible and factual way

Active learning methods, which involve children's full participation, will be used.

SRE takes place within mixed sex classes with the usual class teacher and/or teaching assistant. A visitor such as a school nurse does at times supplement the SRE curriculum as a planned event with the teacher present.

Teaching resources are selected on the basis of their appropriateness to pupils.

In most cases teachers will attempt to answer children's questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use their skill and discretion in these situations and if necessary refer to the PSHE/citizenship co-ordinator for advice and support.

Teachers will also follow the following guidance:

- Teachers will establish clear parameters about what is appropriate and inappropriate in a whole-class setting
- If a child's question is inappropriate to address with the whole class the teacher should acknowledge the question and attend to it later on an individual basis
- If a question is too personal the teacher should remind the pupils of the ground rules
- Teachers will set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which encourages thoughtful participation
- Pupils may have opportunities to write down questions anonymously and post them in a question box. The teacher will have time to prepare answers to questions which are inappropriate to address in whole class lessons
- If a teacher is concerned that a pupil is at risk of sexual abuse the headteacher should be informed and the usual child protection procedures followed

## **Equal Opportunities**

Children may have varying needs regarding SRE depending on their circumstances and background. The school strongly believes that all pupils should have access to SRE that is relevant to their particular needs. To achieve this the school's approach to SRE will take account of:

**The needs of boys as well as girls.** Girls tend to have a greater access to SRE than boys, both through the media (particularly magazines) and the home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying.

**Ethnic and cultural backgrounds.** Different ethnic and cultural groups may have different attitudes to SRE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

**Varying home backgrounds.** We recognise that our pupils may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based in their home circumstances.

**Sexuality.** On average, about 10% of our pupils will go on to define themselves as gay, lesbian, bi-sexual or trans-gender (LGBT). Some pupils may have LGBT parents/carers, brothers or sisters, other family members and/or friends. All our pupils will meet and work with LGBT people. Our approach to SRE will include sensitive, honest and balanced consideration of sexuality. We will actively tackle homophobic bullying.

**Special educational needs.** We shall take account of the fact that some pupils may have learning, emotional or behavioural difficulties or physical disabilities that result in particular SRE needs.

### **Parent concerns and withdrawal of pupils.**

Parents have a legal right to withdraw their children from dedicated 'sex education' lessons. They do not have a right to withdraw their children from those aspects of SRE that are taught in National Curriculum Science or where SRE issues arise incidentally in other subject areas.

We will work in active partnership with parents/carers, value their views and keep them informed about SRE provision. If a parent/carer has any concerns about SRE provision we will take time to address their concerns and allay any fears they may have. If any parents/carers decide to withdraw their child we shall work with them and their child to explore possible alternative provision.

### **Personnel**

There is an SRE co-ordinator of sufficient status and training. SRE is part of the PSHCE co-ordinators responsibilities.

The SRE co-ordinator is Mr N Hunt

### **Monitoring and evaluation**

The programme is regularly evaluated by the SRE co-ordinator. The view of pupils and teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis.

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