



**Subject: Sex and Relationship Education**

**Person Responsible: Holly Winwood**

**Date: September 2017**

**Review date: September 2018**

### **Purpose**

The teaching of Sex and Relationships Education at Lodge Farm Primary School, using an integrated and consistent approach, is an important aspect of pupils' education. Sex and Relationship Education includes supporting young people in developing self-confidence in preparing for physical and emotional changes into adulthood and is a vital in terms of safeguarding. We believe that the teaching of Sex and Relationship Education should be shared with parents and be mutually supportive and complementary.

In this document, Sex and Relationships Education relates to 'learning about physical, moral and emotional development.' It is about understanding the importance of family life, stable and loving relationships, respect, love and care and promoting the British value of tolerance. We do not use Sex and Relationships Education as a means of promoting any form of sexual orientation.

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.

This policy is written in view of the Secretary of State's Guidance on SRE 2000 (Ref: DfEE 0116/2000)

### **The Moral and Values Framework**

Sex and Relationships Education is 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.

## **Aims of Sex and Relationship Education**

Taking account of the age, maturity and needs of the pupils, Sex and Relationships Education aims to:

- provide the knowledge and information to which all pupils are entitled;
- help children to develop feelings of self-respect, self-esteem, self-confidence, sympathy and empathy;
- provide the confidence to be participating members of society and to value themselves and others;
- prepare pupils for puberty and encourage them to take responsibility for their own actions;
- give children an understanding of reproduction and sexual development;
- give children an understanding of the importance of health and hygiene;
- give children an understanding of what healthy and positive relationships looks like;
- give children with tools and strategies for risk management in terms of keeping themselves safe and sexual exploitation;
- develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- teach children to respect and care for their bodies;
- answer pupils' questions honestly and sensitively - referring the children to parents where appropriate;
- give children information on where individuals and families can get help and support.

## **Context**

We teach Sex and Relationships Education in the context of the school's aims and values framework.

We do this with an awareness of the moral code and values which underpin all work in school. In

particular, we teach Sex and Relationships Education with the beliefs that:

- SRE should be taught in the context of loving relationships and family life;
- SRE is part of a wider personal, social, spiritual and moral education process;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect;
- children need to learn the importance of self-control.

## **Teaching and Learning including Delivery of the Curriculum**

At Lodge Farm Primary School, we focus on teaching SRE in the context of relationships. Biological aspects are taught as part of National Curriculum science lessons. 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.

As much as possible we provide an interactive learning environment that is motivating and allows pupils to practise skills through a range of teaching strategies and scenario based learning. We also allow time

for reflection and allow children to ask questions in a safe and non-judgmental environment. SRE sessions always take place in a safe environment to allow effective learning to take place. All sessions have clear aims and learning outcomes.

Each year groups SRE coverage will be taught in line with the Sex and Relationship Overview *as set out by the PSHE subject lead (Holly Winwood)*. This overview is recommended and supported by The PSHE Association. As part of our SRE teaching here at Lodge Farm the subject lead will plan and liaise with other specialists, such as the NSPCC, to ensure pupils receive an up to date and balanced programme.

Information is given to parents regarding curriculum topics being covered in class each term; this includes PSHE/SRE topics.

### **Partnership with parents**

The school is well aware that the primary role in children's Sex and Relationships Education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school's Sex and Relationships Education policy and practice;
- answer any questions that parents may have about the Sex and Relationships Education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Sex and Relationships Education in the school.

Letters are sent out on a termly basis as part of our ongoing teaching of SRE. The letters outline SRE coverage in each year group.

All parents and carers have the right to withdraw their children from all or part of any SRE provided (except when it occurs in National Curriculum Science lessons.) Anyone wishing to withdraw their child is asked to make that request in writing to the PSHE subject lead (Holly Winwood). Parents and carers are given the opportunity to preview any materials that will be shown to the children and are also offered the opportunity to meet with PSHE subject lead (Holly Winwood) and/or their child's class teacher. A copy of the SRE policy is available to parents on the school website.

### **Confidentiality**

Teachers conduct Sex and Relationships Education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, or indicates that they may have been a victim of abuse, this will be dealt with in line with our child protection and safeguarding policy.

### **Answering Difficult Questions**

If a child asks an explicit or difficult question, the staff will use their professional judgement in deciding the best way to answer it. This may be through individual work or discussion with the child. If the staff member is concerned, they can refer to the Headteacher who can discuss the matter with the parent, or follow other appropriate procedures. All Key Stage 2 classes have a 'worry box' in their classroom so that they can ask questions or note concerns anonymously.

### **Evaluation, assessment and reporting to parents**

Evaluation and assessment including self-assessment are an integral part of SRE. Assessment of pupils' personal development will be incorporated into PSHE assessment in line with the school policy. PSHE progress is communicated to parents in parent consultations and via an annual report to parents/carers.

### **Roles and responsibilities**

The **governing body** will:

- decide whether sex education should be in the school curriculum and if so, what it should consist of and how it should be organised
- seek the advice of the Headteacher on this policy, keep it up to date and make it available to parents
- ensure that SRE is provided in a way that encourages pupils to consider morals, the value of family life and the relationships

The **Headteacher** will ensure that:

- both staff and parents are informed about our Sex and Relationships Education policy
- the governing body is advised about the nature and organisation of SRE and how it reflects the aims and values of the school
- members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- this policy is monitored on a regular basis and reports to governors on the effectiveness of the policy
- all safeguarding issues are dealt with in line with the school's child protection and safeguarding policy

The **subject lead** will ensure that:

- both staff and parents are informed about our Sex and Relationships Education policy
- members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- ensure that parents receive termly communication on SRE coverage
- SRE is provided in a way that encourages pupils to consider morals, the value of family life and relationships
- Teachers have access to appropriate resources and planning for the teaching of SRE
- Monitor the implementation, planning and teaching of an agreed scheme of work
- Monitor assessments of PSHE and SRE
- Meet with parents who have questions and/or concerns relating to the teaching of SRE

**Staff** who teach SRE are expected to:

- provide SRE in accordance with this policy and in a way which encourages pupils to consider morals and the values of family life
- participate in training to provide SRE in line with the school curriculum policy
- implement the agreed scheme of work

- draw to the attention of the Headteacher any materials which they consider to be inappropriate
- respond appropriately to those pupils whose parents wish them to be withdrawn from sex education

#### **The Role of the School and Other Members of the Community**

- We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. Health professionals are expected to work within the school's Sex and Relationships Education policy and on the instructions of the headteacher.

#### **Arrangements for monitoring and evaluation**

The PSHE lead will carry out a pupil voice survey to indicate the pupils' understanding of SRE and evaluate the methods used to teach them. The PSHE subject lead will monitor and evaluate planning and teaching of SRE lessons.

Records of any parent complaints and feedback will be reviewed in July 2017.

#### **Who was consulted?**

Staff, governors, Herts for Learning advisor, pupils and parents were consulted about this policy and the overview.

#### **Relationship to other policies**

SRE forms an integral part of the curriculum policy and the schemes of work for Science and PSHE.

This policy should be read in conjunction with other safeguarding policies:

- Drugs Education
- Anti-Bullying
- Child Protection

In line with our Inclusion policy, reasonable adjustments will be made for children with special educational needs or disabilities and due regard will be given to religious and cultural requirements.

#### **Date established by governing body:**

#### **Date for full implementation:**

#### **Date for review: September 2018**