

## Rodbourne Cheney Sex and Relationships Policy

Version: 2

Date: October 2015

Review : October 2017



This policy takes full account of the school's legal obligations and the latest DfES guidance

'Sex and Relationship Education Policy Guidance (DfES 0116/2000)

Description of how the policy was formulated:

- This policy was developed by the School Leadership Team through a variety of consultation methods involving pupils, parents/carers, staff, governors and the school health adviser. All views were taken into account when developing this policy and the Sex and Relationships Education (SRE) programme.

### 1. Rationale.

1.1 SRE in schools is a legal requirement. SRE stands for sex and relationships education. This terminology is used in this policy to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

1.2 The guidance suggests that SRE should have three main elements as follows:

Knowledge and understanding, Attitudes and values, Personal and social skills.

### 2. Legal Obligations

2.1 Maintained primary schools in England and Wales have a legal responsibility to provide a sex education programme. They also have a responsibility to keep an up to date statement of the policy they choose to adopt and this must be available to parents. Parents have a right to withdraw their children from 'sex education' lessons that fall outside of those aspects covered in the Science National Curriculum.

### 3. The context of the school

3.1 Rodbourne Cheney Primary school is mixed religious school but predominantly Christian. The children range in age from EYFS 4yrs old to Year 6 where the children are 11yrs old. We have a small minority of ethnic and cultures other than English.

### 4. Definition

4.1 SRE is a lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes (Sex Education Forum 1999).

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### 4.2 SRE in schools as a whole contributes towards:

- The reduction of teenage pregnancies as part of the Swindon Teenage Pregnancy

#### Strategy.

- It enables pupils to build self-esteem and make positive health choices.
- It allows them to learn the importance of values and individual conscience and moral considerations.
- Learn the value of respect, love and care.
- Explore, consider and understand moral dilemmas.
- Develop critical thinking.
- Learn to manage emotions and relationships confidently and sensitively.
- Develop self-respect and empathy for others.
- Learn to make choices based on understanding of difference.
- Develop an appreciation of the consequences of choices made.
- Manage conflict with peers.

4.3 The aim of the sex and relationship policy at Rodbourne Cheney Primary School is to help support pupils through their physical, emotional and moral development as stated above. The programme is firmly embedded within the International Primary Curriculum.

## 5. Aims and Purpose

5.1 To teach pupils about sex, sexuality and sexual health at a level appropriate to the child's development. It seeks to help young children appreciate the value of marriage for a family life, stable and loving relationships, respect, love and care. It is not about the promotion of sexual orientation or sexual activity.

Issues of religion, cultural difference and ethnicity will be dealt with sensitively. Specifically an atmosphere of tolerance and acceptance will be encouraged.

Vulnerable pupils e.g. autistic children will have their specific needs addressed by their class teacher.

To enable pupils to recognise the physical, social and emotional implications of sexual behaviour (Year 6) and to recognise that responsibilities in relationships are shared by every individual. This has three main elements:

Knowledge and understanding (physiology)

Personal and social skills (self-esteem and assertiveness skills)

Attitudes and values (culture, beliefs and respect for others)

A brief overview of specific issues for each year group and what the school has chosen to cover is in Appendix A

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### 6. Organisation and content

6.1 The National Curriculum Science requirements meet some of the above criteria. As part of the PSHE/C curriculum a sex and relationships block is delivered in each year. This is delivered by a specialist team and then continued by the class teacher.

6.2 Sex and relationships education and health education have been shown to be more effective when active learning techniques are used. For example, small group discussions, quizzes, role play and a variety of structured activities involve pupils in their own learning and enable them to explore their own and other's values and to develop communication skills. Teaching pupils didactically does not give them an opportunity for asking questions and exploring personal and relevant issues. We will be teaching our SRE with both genders in each lesson and then specific question and answer sessions will take place in gender groups with two members of staff leading each group.

A DVD and hands on resources from the School Nurse will be used in the main teaching input.

6.3 Where matters of SRE arise in other areas of the curriculum, sessions will be structured following the SRE guidelines. Pupils will be encouraged to seek additional support from appropriate other adults (other than their class teacher).

6.4 Sensitive issues will be discussed in staff meetings (as appropriate) to provide ways to support staff delivering SRE curriculum. SRE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The school's approach to SRE will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias. We shall endeavour to have an approach that is educational, rather than one based on propaganda.

### 7. Responsibility for SRE

7.1 A whole school approach will be adopted to SRE that actively involves the whole school community. All groups who make up the school community have rights and responsibilities regarding SRE. A breakdown of this is below.

7.2 The Senior Leadership Team (SLT) will endeavour to support the provision and development of SRE in line with this policy by providing leadership and adequate resourcing.

The responsibility of effective delivery in the classroom lies with the class teacher. All teachers play an important pastoral role by offering support to pupils. Teachers will be consulted and aided in their SRE work by the provision of resources, background information about relevant children in their classes, support and advice from experienced members of staff or outside organisations where required and access to appropriate training.

7.3 The Child Protection Co-ordinator (Lisa Davies and Clare Keeping) will be able to assist where required. The designated SRE Co-ordinator (Lisa Davies and Clare Keeping) is responsible for the development for the SRE programme that meets all legal requirements as well as the needs of the children. It also includes keeping up to date with developments and good practice, developing the

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provision to meet student's needs, providing support and resources for staff, arranging staff training, liaising with outside agencies and monitoring and evaluation.

7.4 Non-teaching staff (TAs, MDSAs) may be involved in a supportive role in some SRE lessons, circle times and assemblies. They may also play an important, informal pastoral support role with pupils. They will have access to information about what that year group is doing in SRE and have access to attend appropriate staff training sessions.

7.5 Governors have responsibilities for school policies. They will be consulted about SRE provision and policy and have reports at Governor's meetings where appropriate.

### 8. Partnership with Parents and Carers

8.1 Information on SRE in the school curriculum is contained in the school prospectus.

8.2 Parents/carers of Year 6 pupils are informed in writing of the content and timings of SRE sessions and are welcome to either preview the content of the sessions or attend the sessions. Parents and carers will be offered support to talk to their children by the Healthy Schools SRE Adviser.

8.3 Parents/carers are encouraged to offer their opinions, comments or suggestions through the child's class teacher, leading tutor or governing body.

8.4 Parents /carers have the right to withdraw their child from SRE, apart from the statutory content in the National Curriculum Science. The procedure for this is that a letter is to be sent to the Head requesting withdrawal from the SRE session and stating the reason why.

### 9. Partnership with Visitors

9.1 Use is made of teaching resources from a number of agencies. The school's attached nurse is informed of the content of the programme.

9.2 The school's nurse is invited to attend and SRE events/decision making meetings.

9.3 The school nurse is involved in the planning and delivery of some sessions as appropriate. Current information on local/national trends and up to date research is also disseminated through school drop in sessions (in staff meetings).

### 10. Equal Opportunities

Young people 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 will take into account:

- The needs of boys as well as girls
- Ethnic and cultural diversity
- Varying home backgrounds

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- Sexuality
- Special Educational Needs

### 11.Partnership with pupils

11.1 The school accepts that an effective policy on SRE requires information from pupils both at the development and implementation stages.

11.2 Pupils who seek direct advice are referred to the child protection co-ordinator and are encouraged to discuss the matters with:

- Their parents, guardians or appropriate relative
- School nurse
- Another teacher

11.3 If individuals raise particularly explicit issues, such issues will not be discussed in class and the pupils will be advised to discuss these matters with those listed above at an appropriate time. Checks will be made that this contact has been made.

11.4 Some ground rules and distancing techniques could include:

- No one (teacher or pupil) should be expected to answer a personal question
- No one will be forced to take part in the conversation
- Only correct terminology will be used
- Meanings of words will be explained in a sensible and factual way

### 12.Confidentiality Policy

12.1 Complete secrecy can never be promised to a pupil, though information given in confidence will not generally be disclosed to anyone else. It may be appropriate to refer a pupil to an outside agency. The following statement may be of use when talking to a pupil:

“We listen to what you have to say and won’t tell other people, but if we think that you or any other young person are at risk of harm/abuse, then we may need to discuss this with others to get the help you need – wherever possible with your knowledge” .See SRE guidance document (DfEE 2000) for extra information.

### 13.Links with other policies

13.1 In accordance with school and LA policy, a commitment to Equal Opportunities will be built into all aspects of sex and relationship education. This policy links closely with the Equal Opportunities Policy, the Bullying Policy and the LA guidelines on Child Protection.

We intend to meet individual student’s needs to enable them to achieve academically and in their personal relationships. This may involve providing particular support for individual pupils. It is well documented that students are sometimes bullied because of their perceived sexual orientation. This school takes this and all forms of bullying seriously.

#### 14. Training

14.1 Opportunities for all teachers for further training in the delivery of sex and relationship education will be sought and accepted wherever circumstances permit.

14.2 The PSHE co-ordinator will be responsible for organising the training of staff delivery SRE. All staff will be issued with guidance for the delivery of the programme.

14.3 Resources will be provided by the PSHE/C co-ordinator and will be monitored by them for suitability.

#### 15. Policy Implementation

- The policy will be available on the school website.
- All sex and relationship education will be delivered according to the policy

framework.

- Other agencies that work with the school will be informed of the SRE policy.

#### 16. Procedures for Evaluation, Monitoring and Review

16.1 Pupils will complete an evaluation sheet at the end of the SRE module. The reporting of individual achievement and progress will include skill development and values and attitudes, as well as knowledge and understanding.

16.2 The PSHE/C will monitor lessons throughout the school and year groups. The PSHE co-ordinator is responsible for considering issues raised by any of the evaluation procedures and will action specific issues by discussing them in a staff meeting with other staff.

16.3 Staff are individually responsible for monitoring of their practice through their own recording systems. Individual information that is confidential about that child to be kept in the SEN file.

16.4 The policy will be reviewed annually by the Governors.