



# Codicote C of E Primary School

## Policy for Sex and Relationships Education

This policy was reviewed in consultation with the school Governors Curriculum Committee and school staff in June 2017.

### **The Context of the policy**

As a Maintained primary school in England and Wales, we have a legal responsibility to provide a 'sex education' programme. We also have a responsibility to keep an up to date written statement of the policy we have chosen to adopt. This is available to parents. We recognise the rights of parents to withdraw their children from 'sex education' lessons which fall outside those aspects covered in the National Curriculum Science.

### **Aim**

To provide a broad sex and relationships programme, within a supportive learning environment where pupils can develop knowledge, attitudes, skills and understanding appropriate to the age and stage of development, within a broadly Christian context.

### **Objectives:**

To develop the following skills:

#### **Knowledge and understanding**

- Learning and understanding physical development at appropriate stages.
- knowing how and where to gain information and support
- keeping themselves and others healthy and safe

#### **Attitudes and values**

- valuing themselves as unique individuals
- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life, marriage and 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.

#### **Personal and social skills**

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

### **Teaching & Learning**

SRE is part of our National Curriculum Science programme. Other aspects are taught mainly in PSHE & Citizenship lessons, and lessons on relationships occur also in English and RE. Through planned lessons in the curriculum as well as through wider school activities such as assemblies, children are able to develop their ideas, knowledge and skills gradually and appropriately.

Teachers have the main responsibility for teaching about SRE in the classroom and they plan and liaise with other specialists as appropriate to ensure our pupils receive an up to date and balanced programme.

### **Moral and values framework**

In our School we focus on teaching SRE in the context of relationships using a variety of formal and informal opportunities and strategies. This helps children to develop their self-esteem and emotional well being, and to form and maintain worthwhile and satisfying relationships, which are based on respect for themselves and for others.

### **Teaching strategies**

As much as possible we provide an interactive learning environment which is motivating and allows pupils to practise skills as well as to gain information and knowledge. We also allow time for reflection.

### **Answering difficult questions**

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the PSHE/Citizenship Co-ordinator concerned.

### **Confidentiality and child protection**

All staff members and external visitors, who work with our pupils, are given a copy of this policy and our School's Child Protection Policy. Our School Nurse is guided by the Fraser Guidelines, which provide guidance for health professionals and details of these are provided in the DfEE document Sex and Relations Education (2000). The Headteacher or Child Protection Officer have a discussion with any health professional or other adult before they start to work with our children. This is to ensure they are familiar with our policy and expectations regarding correct practice and how to respond to issues, including those that may relate to Child Protection matters.

We make clear to pupils what our procedures are with regard to confidentiality.

### **Partnership with parents/carers**

Most of a pupil's informal sex and relationships education occurs within the family and the school's programme will complement and build on this in co-operation with homes. Parents/carers have the right to withdraw their child from some, or all, SRE lessons but not statutory Science lessons. If a parent/carer wishes to withdraw their child they need to have a discussion with the Headteacher, so that he/she can be made aware of the reasons and provide alternative arrangements.

### **Inclusion statement**

In our school we have a commitment to ensure that our programme is relevant to all pupils and is taught in a way that is age and stage appropriate.

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 takes account of:

- **The needs of boys as well as girls**
- **Ethnic and cultural diversity.**
- **Varying home circumstances**

### **Staff training**

All teachers and other staff members who are required to teach SRE have relevant training and resources.

### **Links with other policies**

For specific details about possible related issues e.g. Inclusion, Confidentiality, Child Protection, Bullying, PSHE, reference needs to be made to the relevant school policy.

### **Monitoring of SRE**

Our Science and PSHE Co-ordinators monitor teaching and learning according to our school's policy. Implementation is monitored by the Headteacher and PSHE Co-ordinator and reported on to the Governing body.

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

Evaluation and assessment is carried out in line with our policies on Assessment, and Teaching and Learning.

**Governors** have responsibilities for school policies. They are consulted in the drawing up and reviewing of the school's SRE policy.

### **Supporting documents:**

- Sex and Relationship Education - Herts PSHE advisors (2003)
- Stand up for us - DES (2004)
- Sex Education Matters - Sex Education Forum Autumn (2002)

### **Sources of Further Information**

This policy has drawn on:

- DfES 'Sex and Relationship Education Guidance' (2000).
- Derbyshire Health Promoting Schools 'Sex and Relationships Education – Guidance for Derbyshire Primary, Secondary and Special Schools and Pupil Referral Units' (2002).
- NHSS (2001) *Sex and Relationships Education*. National Healthy Schools Standard, London.
- Ofsted (2002) *Sex and Relationships*. Office for Standards in Education, London.
- Social Exclusion Unit (1999) *Teenage Pregnancy Strategy*. Social Exclusion Unit, London.