

## Sex and Relationships Policy

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*(This policy supersedes all previous Sex and Relationships Policies)*



**Article 16 (Right to privacy):** Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.

**Article 17 (Access to information; mass media):** Children have the right to get information that is important to their health and well-being.

**Article 24 (Health and health services):** Children have the right to good quality health care – the best health care possible – to safe drinking water, nutritious food, a clean and safe environment, and information to help them stay healthy.

**Article 29 (Goals of education):** Children’s education should develop each child’s personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.

**Article 34 (Sexual exploitation):** Governments should protect children from all forms of sexual exploitation and abuse.

## Amendments

| Policy Date | New Version Number | Summary of change | Comments |
|-------------|--------------------|-------------------|----------|
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## CONTENTS

|    |                          |                      |   |
|----|--------------------------|----------------------|---|
| 1. |                          | PRINCIPLES           | 4 |
| 2. | SCOPE OF THE POLICY      | AIMS AND             | 4 |
| 3. |                          | LEARNING             | 4 |
|    |                          | 4.                   |   |
|    | Y                        | TERMINOLOG           | 6 |
| 5. | VISITORS                 | USE OF               | 7 |
| 6. | WITH DIFFICULT QUESTIONS | DEALING              | 7 |
|    |                          | 7.                   |   |
|    | LITY                     | CONFIDENTIA          | 7 |
| 8. | INFORMATION              | PARENTAL             | 7 |
| 9. | AND EVALUATION OF SRE    | MONITORING           | 8 |
|    |                          | 10. REVIEW OF POLICY | 8 |



## **SEX AND RELATIONSHIPS EDUCATION**

### **1. PRINCIPLES**

- 1.1 Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about understanding the importance of family life; loving, caring relationships including marriage. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.
- 1.2 Sex and relationship education should support each pupil through their spiritual, moral, social, emotional and physical development to prepare them for the opportunities, responsibilities and challenges of life.

### **2. AIMS AND SCOPE OF THE POLICY**

- To provide children with age appropriate information;
- To explore attitudes and values; and
- To develop skills in order to empower them to make positive decisions about their health related behaviour.
- Raise pupils' self-esteem and confidence, especially in their relationships with others;
- Help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities;
- Develop pupils' skills for a healthier safer lifestyle;
- Develop pupils' communication skills and assertiveness skills to cope with the influences of their peers and the media;
- Help pupils learn to respect and care for their bodies;
- Prepare pupils for puberty and adulthood;
- Help pupils learn how to gain access to information and support;
- Promote spiritual, moral, cultural, mental and physical development of pupils preparing them for the opportunities and responsibilities and experiences of adult life.

### **3. LEARNING**

- 3.1 SRE has three main elements:

#### **Attitudes and Values**

- 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; and
- Developing critical thinking s part of informed decision making.

### **Personal and Social Skills**

- Learning to manage changing 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;
- Learning how to recognise and assess potential risk so avoiding exploitation and abuse;
- Recognise opportunities to develop a healthy lifestyle; and
- How to seek help and support when required.

### **Knowledge and understanding**

- Learning and understanding physical development at appropriate stages;
- Understanding human sexuality, reproduction, sexual health, emotions and relationships;
- Learning about contraception and the range of local and national sexual health advice, contraception and support services;
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- The avoidance of unplanned pregnancy; and
- The nature and importance of marriage for family life and bringing up children. ASW recognises as in the Home Office, Ministerial Group on the Family consultation document *Supporting Families* – that there are strong and mutually supportive relationships outside marriage. Therefore, pupils learn the significance of marriage and stable relationships as key building blocks of community and society. Care is also taken to ensure that there is no stigmatisation of children based on their home circumstances.

### 3.2 Primary Sector:

- Boys and girls know about puberty and how a baby is born.
- Relationships with a focus on friendship, bullying and building self-esteem.
- In the transition year before moving to secondary school pupils should be supported to deal with emotional and physical development. Parents must be offered support to talk to their children about SRE.

### 3.3 Secondary Sector:

- Relationships – love and care and responsibilities of parenthood as well as sex.
- Consequences of actions in relation to sexual activity and parenthood.

- Provide information about different types of contraception, safe sex and how to access local sources of advice.
  - Understand the law in relation to sexual relationships.
  - Link sex and relationship education with issues of peer pressure and other risk taking behaviour, e.g. drugs, smoking, alcohol.
- 3.4 SRE is taught within Science, R.E. and tutorial time and wider opportunities also make a significant contribution to learning about relationships and sexual health.
- 3.5 The learning must be culturally appropriate and inclusive for all pupils so on occasions it may be taught in single gender groups where appropriate. It must be accessible for pupils with additional needs. A range of teaching methods which involve pupil's full participation are used to teach SRE.
- 3.6 Each Academy within ESW must have a coordinator for SRE who ensures the schools provision is appropriately set for the age and maturity of its pupils.
- 3.7 All those who teach aspects of SRE within school, including visitors, are expected to be guided by the following values framework which represents the values held in common by the ESW community. The personal beliefs and attitudes of teachers will not influence the teaching of SRE in this school
- 3.8 The teaching of SRE will encourage pupils to:
- Value and respect themselves
  - Value and respect others for who they are, not for what they have or what they can do
  - Value healthy sexual relationships which are based on mutual respect, care and goodwill
  - Value and respect difference in people's religion, culture, sexual orientation, physical and mental ability and social background
  - Value and respect their own and others' rights to make choices in sexual relationships after having accepted responsibility for considering the consequences of those choices
  - Value stable and loving relationships for the nurturing of children and as the basis of a society in which people care for one another.

#### **4. TERMINOLOGY**

- 4.1 OFSTED guidance recommends that it is important for children to learn the language associated with body parts so that children are able to talk to health professionals. Therefore, teachers will use the

anatomically correct language for body parts, while acknowledging common terms used by some people.

## **5. USE OF VISITORS**

- 5.1 "Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator's and teacher's responsibility to plan the curriculum and lessons." (Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11)
- 5.2 Visitors to school, such as parents, health professionals and members of voluntary organisations, may be invited to plan and contribute to SRE lessons. They will be given a copy of this policy and will be expected to work within the values framework described within. The PSHE co-ordinator will ensure that the visitors' contributions to lessons are in line with the learning outcomes of the schools SRE programme. A teacher will be present during the lesson.

## **6. DEALING WITH DIFFICULT QUESTIONS**

- 6.1 Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom they will make provision to take advice to best answer the question to meet that child's needs. This may involve referring the child back to their parent/carer, school nurse or to consult the young person's GP for an answer.

## **7. CONFIDENTIALITY**

- 7.1 It is the professional duty of staff to explain the meaning of confidentiality to pupils and must not promise unconditional confidentiality. Staff are required to disclose information to the designated safeguarding officer if there are safeguarding concerns raised. The pupil should be informed that their disclosure will be passed on.

## **8. PARENTAL INFORMATION**

- 8.1 Each Academy will provide information on sex and relationships education to parents. Parents are recognised as having a legal right to withdraw their child from sex and relationships education. Parents are asked to discuss these requests with the Academy.
- 8.2 ESW acknowledges the importance of working in partnership with parents. Each school offers support to parents in their role as sex educators by providing detailed information on one programme. We invite parents to get in touch if they have any questions about the

content of the programme, or feel that they need support in providing for any aspect of the sex education of their children.

## **9. MONITORING AND EVALUATION OF SRE**

- 9.1 Sex and relationships education is monitored by lesson observations, an annual review of the taught curriculum and regular feedback from pupils.
- 9.2 The subject is reviewed as part of the review cycle for PSHE in each Academy. Any staff development needs will be identified and schemes of learning updated.

## **10. REVIEW OF POLICY**

- 10.1 The Sex and Relationships Education Policy is linked to other policies:
- Behaviour for Learning
  - Health and Safety
  - Child Protection Policy
  - Equal Opportunities
- 10.2 The SRE Policy is based on guidance detailed in Dfe 011612000 SRE, Ofsted's Sex and Relationships Report (2002), National Healthy Schools Guidance (2006), National Curriculum PSHE programmes of study 2014.