



Relationships and Sex Education Policy

Old Oak Primary School

September 2017

Introduction

“Sex and Relationship Education 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. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.” SRE Guidance DfEE 2000

Philosophy, Values and Aims

SRE has three main elements of which the following are relevant to teaching at Old Oak:

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 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;
- Learning how to recognise and avoid exploitation and abuse.

Knowledge and understanding

- Learning and understanding physical development at appropriate stages
- Understanding human sexuality, emotions and relationships

Sex and Relationships Education at Old Oak will:

- Be developmental and appropriate to the age and stage of the child
- Be available to all pupils
- Provide information and knowledge
- Challenge beliefs and highlight misconceptions
- Help the child to form positive attitudes and values
- Examine opinions and concepts and encourage discussion
- Develop awareness, respect and responsibility for oneself and for others
- Promote the skills necessary for effective communication
- Encourage positive behaviour
- Equip each child with the assertiveness skills necessary to enable them to make choices

The Aims of Sex and Relationships Education at Old Oak are:

- To develop knowledge and understanding about growth and development and human reproduction;
- To promote the value of loving relationships and of family life;
- To foster self-esteem, self-awareness and a sense of moral responsibility;
- To develop the skills to avoid and resist unwanted sexual experience
- To encourage exploration of values and attitudes, consideration of sexuality and personal relationships and the development of communication and decision making skills.

Sex and Relationships Education will be taught within a supportive atmosphere where pupils feel comfortable and able to express their feelings. A variety of teaching strategies and activities will be used, such as:

- Role play
- Discussion
- Brainstorming
- Displays
- Visits and visitors
- Photographs
- Audio visual aids
- Circle time
- Fiction and non-fiction texts

Delivery of Sex Education Module

Sex Education will be taught in the classroom and as we aim to achieve a balance between the needs of boys and girls they will be encouraged to work together to build up their confidence in dealing with emotional problems, fears and feelings. The programme of Sex Education will be delivered in Year 6. The module will make frequent references to the Science curriculum and the changes the body experiences.

The class teacher will be involved in the delivery of this programme, with the assistance of other staff as deemed appropriate. Prior to the beginning of the sessions parents of Year 6 pupils will

be invited to an informal meeting to discuss the format of the lessons. It will also be possible to discuss specific issues such as menstruation and puberty separately i.e. all Year 6 girls or all Year 6 boys – to reduce the risk of personal embarrassment or awkwardness. More personal surroundings may also be required.

We feel a moral as well as an educational duty should prepare pupils for the physical, mental and social changes which take place as they develop into adulthood. By approaching Sex Education in a sensitive, unthreatening and developmentally appropriate way it is hoped that we can build upon our pupils' existing knowledge and understanding of their bodies, relationships and the world in which they live in. This should help pupils with any problems they may encounter during puberty. It will also develop the skills they will need to become confident adolescents.

Roles and Responsibilities

The Governing Body will:

- Ensure the legal framework is followed;
- Ensure that all SRE is placed in the context of moral values and family life;
- Consult with parents on the school's policy for SRE;
- Implement the SRE policy with the Headteacher;
- Include a summary of the content and organisation of SRE in the school prospectus;
- Ensure all parents are aware of their right to withdraw their child from any SRE which is in addition to the National Curriculum;
- Ensure the policy is reviewed regularly.

Headteacher

The Headteacher will:

- Implement the Policy for Sex and Relationship Education;
- Ensure that the Policy is followed;
- Liaise with the governors on the teaching of the Policy in school;
- Liaise with parents and any external agencies;
- Provide appropriate and sufficient resources;
- Ensure that the SRE Policy is reviewed as part of the school's three year cycle;
- Respond according to individual problems experienced by children.

PSHE subject leader

The PSHCE subject leader will:

- Write and review the SRE Policy in liaison with the Headteacher;
- Write and review the Scheme of Work for SRE in liaison with the Headteacher;
- Monitor the delivery of SRE in liaison with the Headteacher;
- Provide access to information, guidance, support and training to school staff for SRE;

Visitors

- The school may use the School Nurse or other health professionals to enhance the delivery of the SRE programme. Any such visitor will follow the school's planned programme for SRE and copies of the school's SRE Policy will be made available to them prior to their visit.

Involvement of Pupils and Parents and the right of withdrawal

- Guidance states that all parents should be consulted and involved in discussions about sex education. All parents are provided with a summary of the SRE policy and programme on admission and the complete policy is available on request and on the school web-site.
- Parents have the right to withdraw their child from all or part of a sex education programme except for those parts that fall within the statutory National Curriculum and a statement to this effect is provided in the school prospectus, a copy of which is given to all parents on admission. The request for withdrawal should be put in writing and will be put onto the child's school record.

Answering Questions and Sensitive Issues

Governors and teachers are in agreement that teachers should answer all children's questions relating to SRE in an open and factual way, taking into consideration the family background, culture, religious beliefs and pupils' differing experiences. The following ground rules have been established:

- Teachers should not enter into discussion about personal issues or lifestyles;
- No-one (child or adult) has to answer a personal question;
- Nobody is forced to take part in a discussion;
- In discussion, teachers will promote the knowledge and use of 'accepted' names for external body parts;
- Teachers will always involve parents before answering questions of a sensitive nature;
- Meanings of words are explained in a sensible and factual way.

An individual child may ask an explicit or difficult question in the classroom. Teachers will use their discretion in these situations, and may use the following strategies in responding to questions:

- Reassure the child;
- Try to find out why the child is asking the questions, and exactly what they want to know;
- Determine the child's present level of knowledge and understanding;
- Offer a simple answer, and if appropriate back up with a relevant story or picture;
- If the answer required is more complex, the teacher will meet with the child's parents/carers at the end of the day to discuss the issue;

Occasionally, questions will be answered later on in the day instead of immediately, in order to find an appropriate time for responding.

Date - September 2017