

# The Oval School



## Sex and Relationship (SRE) Policy

---

Date Ratified: 20.6.17.

Signed by: C.C. Hayes.

On behalf of School Governors

Signed by: R.h. Chahal

Headteacher

Review Date: May 2020.

## **Sex and Relationship Education Policy (SRE) Policy**

On March 1<sup>st</sup> the Secretary of State for Education confirmed the Government's ambition to support all young people to stay safe and prepare for life in modern Britain by making Relationships Education (Primary), Relationships and Sex Education (RSE - Secondary) and, subject to the outcome of a thorough consideration of the subject, Personal, Social, Health and Economic Education (PSHE - both) statutory in all schools. The government laid an amendment to the Children and Social Work Bill which is intended to come into effect from September 2019.

All primary schools (maintained, academies or independent) will be required to provide relationships education.

### **Policy Development and Consultation**

Policy developed with due regard to national and local health targets.

1. To teach pupils to respect themselves and others so they can move confidently from childhood through to adolescence and into adulthood
2. To enable pupils to make responsible, informed and healthy decisions about their lives, now and in the future.
3. Preparation for bodily changes
4. Good general health and hygiene

Policy written by Miss M Taylor in consultation with Kathy Bird. Reviewed by Mrs Louise Roberts.

### **What is Sex and Relationship (SRE) Education?**

Relationships and Sex Education is a life long learning about physical, moral and emotional development, preparation for bodily changes and good general health and hygiene. It is about the understanding and importance of marriage for family life, stable and living relationships, respect, love and care. It is not about the promotion of sexual orientation or sexual activity, this would be inappropriate teaching.

### **Aim and Objectives about SRE:**

- To provide clear guidance for parents, staff and governors.
- For pupils to develop the understanding that SRE is a gradual development process that is supported by a partnership between home and school and that it will provide a foundation for further work at secondary school.
- To support pupils through their physical, emotional and moral development.
- To develop skills and understanding to enable pupils to make healthy, responsible choices about their health and well being.

- To help pupils understand the significance of marriage and stable relationships and its importance for family life. To help children develop an understanding of good, healthy, positive relationships and to understand that there are different types of families including same sex relationships. Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances.
- To help pupils move more confidentially and responsibly into adolescence.

### **Moral and Values Framework**

The SRE programme will reflect the school philosophy and ethos to encourage the following values:

- Respect for self
- Respect for others
- Responsibility for own actions
- Responsibility for family, friends, school and the community

### **Organisation and Method of teaching**

There are three main elements of SRE: attitudes and values; personal and social skills and knowledge and understanding.

SRE is provided from Nursery through to Year 6 using the Jigsaw PSHE Education scheme and is also taught alongside the Science curriculum. It is taught in the Summer term in the Jigsaw Topic Units called: "Relationships" and "Changing Me."

When appropriate, children will be taught in single sex groups, using a variety of groupings including, individual, paired, small group and whole class.

Part of Year 6's curriculum will be delivered by Loudmouth Theatre Company, assisted by Year 6 teachers.

### **Specific Issues**

#### **Confidentiality**

Pupils will be informed that 100% confidentiality cannot be assured. For suspected Child Protection concerns the school will follow the LA policy and procedure.

## **Establishing Ground Rules**

A set of ground rules (Group Agreement) needs to be established together by the teacher and pupils before the start of any teaching to create a safe and comfortable environment, the purpose of ground rules is to minimise embarrassment, anxiousness, inappropriate and unintended disclosures and comments. Examples of rules will include not asking personal questions, respecting what people say, listening, having the option to pass, etc.

## **Answering Difficult Questions.**

School aims to support and encourage children in asking for help therefore all questions will be answered appropriately within the following framework :-

- Question boxes will be used within Relationships and Sex Education lessons
- Correct and appropriate terminology will be used. The use of correct terminology will be encouraged throughout school
- It is inappropriate for staff to answer personal questions
- Staff are encouraged to answer all questions but will use their professional judgement to decide whether an appropriate response should be given in a whole class situation or referred to home or the Headteacher
- In support of our Equal Opportunities Policy, staff will challenge discrimination and stereotyping
- Staff will support children to understand that people hold different points of view and that there is not always one clear and correct answer

## **Use of Outside Agencies**

School will follow LA guidelines and will contact the LA/ HES team if in doubt about the suitability of the programme, e.g. School Nurse, materials, and videos.

## **Working with Parents**

Parents will be given the opportunity to discuss the policy document, schemes of work, methods of teaching and resources. Any specific questions may be discussed with the Head teacher or PSHE co-ordinator.

### **Parents Withdrawal \***

Parents are informed in writing and have the right to withdraw their child from those elements of SRE programme that do not form part of the statutory National Curriculum. Relationships and Sex Education is an integral part of PSHE and therefore it is not always possible to separate them both. If parents have concerns about the content of Relationships and Sex Education they will need to make an appointment with Mrs Roberts to discuss it prior to the sessions taking place.

### **Dissemination of the Policy**

A summary of this policy will appear in the school prospectus.

The policy will be made available via the school office or school website

The policy will be presented to all staff and governors.

### **Provision for Pubertal Pupils**

Sanitary provision will be available from the staff office located by the upper staff room. Sanitary disposal units are situated in the KS2 toilets

### **Basis for developing the SRE policy**

- Sex and Relationship Education, healthy lifestyles and financial capability. QCA/05/1695,2006
- Every Child Matters 2004
- Sex and relationship education guidance DfEE 0116/ 2000
- Keeping children safe in education 2016

### **Equal Opportunities/ Inclusion**

The schools SRE policy and programme will reflect the ethos of the school, by providing a secure, non judgemental environment in which to learn. All pupils will be treated equally regardless of race, gender, health, ability, faith, sexuality, disability, social background.

### **Assessments**

Assessment will be carried out informally through discussions, work completed within lessons and pupil feedback. Co-ordinator will compile notes and evaluation of lessons to inform future planning.

### **Monitoring and Evaluation**

Appropriate staff will undertake in formal evaluation of the programme.

The policy will be reviewed annually, unless a more immediate response is needed in response to any guidance.