



pupil voice



respect



independence



dignity



entitlement



SEX & RELATIONSHIPS EDUCATION POLICY

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|----------------|---------------|
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An academy within:



“Learning together; to be the best we can be”



Introduction:

Our school's policy on sex and relationship education (SRE) is based on the requirements of the Education Act 2002 and the DfE document 'Sex and Relationship Education Guidance' (DfES 0116/2000). This continues to be the recommended SRE guidance.

In the DfE document, SRE is defined as 'learning about physical, moral and emotional development'. The guidance states, 'It is about understanding 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'.

Aims:

SRE is a National Curriculum requirement and is taught as part of Personal, Social, Health, and Economics Education (PSHE) at Kelford School.

SRE teaches our students

- to be more independent,
- to be aware of themselves and others, including the physical development of their bodies as they grow into adults,
- to make informed choices and gives them the knowledge they need to stay safe,
- to develop a caring and considerate attitude to each other,
- to be aware others may have a different view and be able to respect that view,
- to take responsibility for themselves and their own behaviours,
- to be aware of different families and relationships including keeping themselves safe and seeking help when they need it,
- to have increased confidence including talking about things that are worrying them,
- using accurate factual information including correct anatomical names for body parts,
- to ask and answer questions without embarrassment and with respect for others and themselves.

All pupils at Kelford School participate in a broad and balanced PSHE and Citizenship curriculum; which includes the delivery of SRE and which meets individual needs. Its role contributes towards students developing knowledge and understanding, skills, attitudes and values which are necessary for them to make sense of the responsibilities, opportunities and experiences which are part of their lives, both now and in the future.



Values:

Relationships and Sexual Health Education is supported by the school's wider curriculum for personal, social and health education. In this way the school can ensure that pupils:

- receive their Relationships and Sexual Health Education in the wider context of relationships;
- are prepared for the opportunities, responsibilities and experiences of adult life

The school believes that Relationships and Sexual Health Education should:

- be an integral part of a lifelong learning process, beginning in early childhood and continuing into adult life;
- be an entitlement for all children irrespective of gender, sexuality, ethnicity, special needs, culture, faith or religious tradition;
- foster self-esteem, self-awareness, a sense of moral responsibility, and the confidence and ability to resist unwanted sexual experience and abuse;
- be mindful of children's earlier experiences;
- should provide consistent messages;
- be continuous and progressive;
- support children as they move from childhood through puberty to adolescence;
- provide opportunity for discussion and clarification around values and attitudes;
- provide accurate, unbiased information.

The underlying values which underpin the whole of this work are based on respect for others, the development of positive relationships, and personal choice. The right of young people to have balanced, factual information and the need to have an opportunity to discuss issues in a safe and supportive environment are the keystones to the programme. It is hoped that our comprehensive programme of Relationships and Sexual Health Education will promote self-esteem and emotional well-being and will help pupils to form and maintain worthwhile and satisfying relationships, based on respect for themselves, their bodies and for others, at home, school, work and in the community.

Confidentiality and child protection:

Staff cannot guarantee complete confidentiality as a pupil may make a disclosure of a child protection issue. If this occurs, staff should follow procedures outlined in the Child



Protection and Safeguarding Policy. However, during the exchange of routine information in PSHE sessions confidentiality should be maintained wherever possible.

The SRE Curriculum:

Teachers and all those contributing to Relationships and Sexual Health Education work in line with current legislation and Government guidance, irrespective of their personal feelings and beliefs.

It will meet the needs of everyone; boys as well as girls, those with physical, learning or emotional disabilities, those with a religious or faith tradition, whatever their culture and whatever their developing sexuality or gender identity.

Relationships and Sexual Health Education is delivered in a safe, supportive environment where pupils feel able to discuss sensitive issues in an honest, open forum. When dealing with questions teachers establish clear parameters of what is appropriate and inappropriate in a whole class setting.

Staff use standard school approved resources in their sessions. This is to protect staff and to ensure pupils are being shown appropriate images. Staff can contact the subject co-ordinator to discuss any resources they would like to use. SRE is taught from key stage 1 to key stage 5. It is revisited to consolidate learning and extra sessions are sometimes put in to support individuals at key points in their life. The school nurse is able to offer advice on aspects of SRE delivery.

The National Curriculum states that SRE helps pupils to understand and manage a wide range of relationships as they mature, and to show respect for the diversity of, and differences between people. It also aids the development of pupils' well-being and self-esteem. It also covers Child Sexual Exploitation to ensure pupils have the information needed to keep themselves safe.

Curriculum Organisation:

PSHE and/or Citizenship is delivered through Key Stages 1 to 5. Where possible all students are taught in their own year group and boys and girls are taught in the same group. Teachers use the schemes of work to support and inform their planning. Units of work have been differentiated to give all pupils relevant and appropriately challenging work. SRE elements are embedded into most of the schemes of work, as they focus on relationships, growth and changes in the Cornerstones curriculum plans.



The role of Families

Families have the right to withdraw their child from all or part of SRE lessons; they are advised to contact the Headteacher in the first instance.

We know that the primary role in children's SRE lies with families. We therefore wish to build a positive and supporting relationship with the families of children at our school, through mutual understanding, trust and cooperation. To promote this objective, we:

- inform parents about the school's SRE policy and practice;
- answer any questions that parents may have about the SRE of their child;
- address any issue that parents raise with teachers or governors about this policy, or about the arrangements for SRE in the school;
- inform parents about the best practice known with regard to SRE, so that the teaching in school supports the key messages that parents and carers give to children at home.