

Castleton&Glaisdale Federation

Sex and Relationships Education Policy

November 2016

What is Sex and Relationships Education?

It is the lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of, marriage and loving stable relationships, love, care and respect, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

Our Principles behind this Policy:

1. We recognise that Parents/Carers are the key people in teaching children about relationships, growing up and sex. We aim to work in partnership and consult with them about the content of the programme.
2. Our children are bombarded with information about sex and relationships from a variety of sources, often this can be inaccurate. We aim to generate an atmosphere where questions and discussions on personal matters provide accurate information and can take place without stigma or embarrassment.
3. We recognise that there are different models for a successful family life. We do not promote any one model (i.e.: nuclear family) but rather, teach acceptance of different approaches, including sexual orientation. We support the principles of family commitment, love, respect and affection, knowledge and openness.
4. We want to equip children with the information to support them through the often challenging changes that take place during puberty. This is most effective as the changes begin to take place. At both Castleton and Glaisdale Schools we teach this from Year 5.
5. We believe that children who are encouraged to discuss body matters and sex in a sensitive and positive way are more likely to be comfortable talking about issues as they are older. This increases the likelihood that they will behave responsibly in their later sexual relationships.
6. We recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers and other advisors.

Legal Requirements:

The law states that 'The Governing Bodies of schools are required to keep an up to date Sex and Relationships Policy that describes the content and organisation of SRE provided outside the National Curriculum Science subject Programme of Study.

Parents/Carers have the right to withdraw their child from Sex and Relationship Education (but **not** from the National Curriculum subjects of Science and PSHE)

Please discuss this with the Headteacher at the earliest opportunity if you feel you wish to exercise this right and reflect on the impact withdrawal may have on their child.

Equal Opportunities and Inclusion

We intend our policy to be sensitive to different groups regardless of gender, ethnicity, cultural and religious diversity, language, family set up, appearance, ability, disability, social background or sexual orientation.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support without promoting any sexual orientation or activity.

What do we hope to achieve?

This policy should be read in conjunction with the school PSHE policy.

The Personal Development and Relationship Education will have three main elements:

Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others
- Learning to make choices with an absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict
- Empower pupils with the skills to be able to recognise inappropriate/ uncomfortable situations and/or behaviours with their peers and adults

Attitudes and Values

- Learning the importance of values, individual conscience and moral choices
- Learning the value of family life, stable and loving relationships, and marriage
- An understanding of their own and others' rights over their own bodies including the right to be free from abuse
- Demonstrating the values of respect, love and care
- Exploring, considering and understanding moral dilemmas
- A positive attitude towards diversity and difference
- Challenging misconceptions
- The positive nurture of children

Knowledge and Understanding

- Learning and understanding physical and emotional development at age-appropriate stages
- Understanding physical and emotional changes and the development of relationships
- Learning about reproduction, human sexuality and personal health
- Learn about where to go for help or advice in school and how to access a range of local and national support agencies

What will the content be?

The programme aims to cover the following topics:

- The physical and emotional changes of puberty
- Names of sexual organs
- Personal hygiene
- Changing relationships as we grow up
- Developing a positive body image
- Where and how to find help and/or support

Other topics that may also be raised (depending on questions from the children)

- Sex and reproduction (age appropriate information)
- Challenging sexual stereotyping
- Challenging stereotypes including prejudice and homophobia
- How the media portray sex, relationships and body image
- Sexual images on the internet
- Different types of relationships
- Peer influence and pressure
- Awareness of self-esteem and self-awareness
- Emotional communication skills including saying 'no', being assertive and dealing with conflict
- Exploring friendships-making, valuing and maintaining these

The programme will not normally cover the following topics unless it is appropriate during discussions

- HIV/AIDS or other sexually transmitted diseases
- Contraception

Explicit discussions of sexual intercourse will not take place.

How will we organise the lessons?

The programme will be delivered in Y5/6 by the class teacher.

Some sessions will be delivered as a whole group with girls and boys and some sessions will be delivered to single sex groups.

Parents/Carers will be informed of the programme by letter.

Other Issues

Confidentiality

In general, a child's confidentiality will be maintained by the teacher or member of staff concerned. However, if we believe that a child is at risk or in danger, we will

Follow the guidelines as set out in our Child Protection Policy. This may include situations where we would pass on information about an adult breaking the law if it was disclosed to us-even if the child was at no immediate risk of harm.

Sexually Explicit Questions

Staff will:

- Provide a question box where pupils can post their written questions
- Answer only questions that are inline with the details of this policy and encourage children to ask their parents questions that fall beyond this
- Make it clear that no personal questions should be asked
- Use professional judgement whether the answer to questions is done individually or in front of the whole class.

Ground Rules

Ground rules will be established before commencing the Sex and Relationship lessons and these will be set by the members of staff concerned. These will be:

- No personal questions (from staff or children)
- To use the correct terminology for body parts and sexual organs
- No offensive 'slang' words to be used
- All groups learn about both sexes.
- Confidentiality is maintained (except in circumstances as detailed above)
- Strategies to diffuse embarrassment or feeling uncomfortable

Monitoring and Review

The PSHCE Subject Leader and headteacher provides support and advice to other members of staff, monitors quality of teaching and is responsible for evaluating and reviewing the programme and provision for Sex and Relationships Education across the school.

They will also further staff development by providing opportunities for staff to update and extend their knowledge and expertise in Sex and Relationships Education.

The PSHCE Subject Coordinator in discussion with the staff, The Head Teacher and the Governing Body will review this policy every three years.

Review November 2019