



**Sex and Relationships Education Policy for the  
Market Harborough Family of Schools**

## **Introduction**

This policy is a statement of the aims, values and principle which will guide the teaching of Sex and Relationships Education (SRE) in the Market Harborough Family of Schools. It is based on the guidance from the Leicestershire Healthy Schools Programme and the DfES document Sex and Relationship Education Guidance (0116/2000) in which Sex and Relationship Education is defined as

“... life-long learning about physical, moral and emotional development. 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. It is not about the promotion of sexual orientation or sexual activity.”

SRE is taught within the framework of the school's provision for PSHE/Citizenship and within the statutory framework for Science. It is taught with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions.

Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age.

## **Moral and Values Framework**

Sex and Relationship Education will reflect the values of the PSHE and Citizenship programme. SRE will be taught in the context of relationships. In addition SRE will promote self esteem and emotional health and well being and help them form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

## **Process for Policy development**

This policy was developed by the PSHE Co-ordinators' network for the Market Harborough Family of Schools following an audit of existing provision. It is based on the Leicestershire Healthy Schools Programme model policy. The aim of the policy is to provide a common framework and understanding for the delivery of SRE across participating schools in the community. The policy will be made available on participating schools' websites.

## **Aims and Objectives of Sex and Relationship Education**

The aim of SRE is to provide children with age-appropriate information, to explore attitudes and values, and to develop the skills which will empower them to make positive decisions about their health related behaviour.

This should take place with consideration of the qualities of relationships within families.

## **The objectives of Sex and Relationship Education are;**

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self esteem and confidence, especially in their relationships with others;
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others;
- To help pupils gain access to information and support
- To develop pupils' understanding about healthy, safe lifestyles
- To enable pupils to develop and use communication and assertiveness skills to cope with the influences of their peers and the media
- To encourage pupils to respect and care for their bodies
- To prepare pupils for puberty and adulthood

## **The teaching programme for Sex and Relationship Education**

### **Legal requirements**

All schools must teach the following as part of the National Curriculum Science Orders, parents do not have the right to withdraw their child/children.

### **National Curriculum Science**

#### **Key Stage 1**

1. to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Year 1)
2. notice that animals, including humans, have offspring which grow into adults (Year 2)

#### **Key Stage 2**

1. to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird (Year 5)
2. to describe the life process of reproduction in some plants and animals (Year 5)
3. describe the changes as humans develop to old age (Year 5) (Puberty Y6)
4. to recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents (Year 6)

### **SRE**

Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, special needs, disadvantage and or legal status. It is our intention that all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision if required. Such a programme can successfully follow the outline given below;

## **Foundation**

Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

## **Key Stage 1**

Through work in science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and Citizenship children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

## **Key Stage 2**

In science children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby on years 5 & 6.

Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In RE and Citizenship, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

Sex and relationship education should focus on the development of skills and attitudes not just the acquisition of knowledge.

This content has been agreed in consultation with governors, parents and teaching staff.

## **The organisation of Sex and Relationship Education**

The Headteacher is the designated teacher with responsibility for co-ordinating sex and relationship education.

Sex and relationship education is delivered through science, RE, PSHE, Citizenship, literacy activities, circle and R time. Sex and relationship education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as the school nurse or Life Education Centre.

A range of teaching methods which involve children's full participation are used to teach sex and relationship education. These include use of video, discussion, looking at case studies, drama and role-play.

Sex and relationship education is usually delivered in mixed gender groups however, there may be occasions where single gender groups are more appropriate and relevant.

Resources to teach sex and relationship education include reference books, leaflets, extracts from videos related to body image, powerpoint presentations and a workbook for children.

## **Specific Issues**

### **Parental consultation**

The school includes information on sex and relationship education in the school prospectus and full details are available on request. The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to view the videos and resources being used.

Parents have the right to withdraw their children from those aspects of sex and relationship education not included in the National Curriculum Science Orders, alternative work would be set, but are requested to do this in advance. However this rarely happens: by working in partnership with parents they recognise the importance of this aspect of their child's education.

### **Child Protection / Confidentiality**

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member will inform the Head Teacher /Designated Child Protection person in line with the LA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

### **Links with other policies**

This policy is linked with the following policies:

- PSHE & Citizenship
- Child Protection
- Parent Partnership
- Promoting positive behaviour
- Anti Bullying
- Equality
- Inclusion

### **Dealing with difficult questions**

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.

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, provision would be made to meet the individual child's needs.

## **Use of visitors**

“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

When appropriate, visitors such as the school nurse may be involved in the delivery of sex and relationship education, particularly in Key Stage 2.

## **Inclusion**

Teaching and resources will be differentiated as appropriate to address the needs of all children in order for them to have full access to the content of sex and relationship education.

## **Monitoring and Evaluation**

Monitoring is the responsibility of the head teacher, with the support of the Governing Body and the teacher with responsibility for Sex and Relationship Education.

Schools will assess the effectiveness of the aims, content and methods in promoting students’ learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents.

The effectiveness of the SRE programme will be evaluated by assessing children’s learning and implementing change if required.

Any change to this policy will be agreed by the Family of Schools and reflected in the school prospectus.

SRE issues will be included in the induction programme for all new members of staff.

This policy will be reviewed every three years – or when new legislation/guidance comes into force - by the Network of PSHE Co-ordinators and the Governing Body of each participating school.

See also:

Sex and relationships education (SRE) for the 21<sup>st</sup> Century (2014) Supplementary advice

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