

Nanledra School



SEX AND RELATIONSHIPS EDUCATION POLICY

Reviewed February 2017

Sex and relationships education is the right and responsibility of the parent. The school provides sex and relationships education to support parents in fulfilling their responsibility. If parents are not happy with what the school provides in its basic curriculum with regard to sex and relationships education they have a right to withdraw their child/children from those aspects not covered by the National Curriculum Science Order.

Nanledra is committed to providing Sex and Relationships Education through both the science and the PHSE curriculum preparing pupils for the responsibilities and experiences of adult life.

Defining Sex and Relationships Education (SRE)

SRE is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance for family life of 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. (DfEE Guidance 0116/2000)

The Aims of SRE

Based on the above definition the aims of SRE at Nanledra School are:

- to enable pupils to better understand the nature of human relationships;
- to enable pupils to see the importance of stable loving relationships for the bringing up of children;
- to prepare pupils for the changes which occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood.

At Nancledra School, SRE has three main elements, all of which are important for a balanced programme:

Attitudes and values

- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life and stable and loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- 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 recognize and avoid exploitation and abuse.

Knowledge and understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;

Moral dimension

As part of the whole curriculum, Nancledra School seeks to explore issues of right and wrong. It recognises that SRE is fraught with certain difficulties and whilst it acknowledges different life style choices it promotes a view that stable loving relationships are the best context for sexual relationships and the bringing up of children.

Equal opportunities

Nancledra School is committed to the provision of SRE to **all** of its pupils. Its programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where children with Special Educational Needs are given extra support.

Content and Delivery of the schools SRE programme.

The content of schools programme is based on the National Curriculum Science Order and the non-statutory guidance for PSHE/Ct contained in the National Curriculum Handbook for Teachers. The following is a summary of that content as set out in the DfEE's Guidance 01161/2000:

3.3 At primary school level sex and relationship education should contribute to the foundation of PSHE and Citizenship by ensuring that all children:

- develop confidence in talking, listening and thinking about feelings and relationships;
- are able to name parts of the body: and describe how their bodies work;
- can protect themselves and ask for help and support;
- are prepared for puberty, including the physical changes that take place, why they happen and how to manage them.

Nanledra School delivers SRE with the support of **The Christopher Winter Project (CWP) – Teaching SRE with Confidence in Primary Schools (Reception to Y6)**

All teachers are responsible for teaching about and modelling good relationships within the school. Much of the general work in school is based on good relationships and in this regard SRE is supported by the school's behaviour management policy.

It is the responsibility of teachers to deliver the National Curriculum for Science in Key Stage One and Two.

National Curriculum Science

Key Stage 1

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

Key Stage 2

1. describe the life process of reproduction in some plants and animals
2. describe the changes as humans develop to old age
3. recognise the impact of diet, exercise, drugs and lifestyle on the ways their bodies function
4. recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

The school recognises that SRE must be taught at both Key Stages and not left until Year 6.

Methods of teaching and resourcing

In the delivery of SRE, teachers will use a variety of teaching methods and resources to support the CWP. The following are recognised methods for the effective delivery of SRE:

- Discussion
- Drama and role play
- Research and presentation

Teachers will also use other teaching methods to enable pupils to learn about SRE. These are age appropriate, taking into account the developmental needs of individual pupils. Parents are welcome to discuss with teachers their approach to SRE and the methods of teaching and learning to be used.

The school uses a wide variety of resources, including dvds and books.

A key resource is;

All About Us – Living & Growing (Channel 4 Learning)

Parents are welcome to view these materials. Books used to support SRE are also found in the school library and pupils may borrow them when and as need occurs. Resources used by the school are produced for schools by educational publishers and are intended for pupils in the light of best current research into SRE.

Monitoring and evaluating SRE

It is the responsibility of the subject leaders and responsible governor to:

- a) Ensure that SRE occurs in the school's curriculum according to the schemes of work for Science and PSHE/Ct;
- b) Monitor the use of teaching and learning styles;
- c) Monitor the use of teaching materials;
- d) Evaluate the effectiveness of the schools programme
- e) Work with the member of the Governing Body who has responsibility for SRE

Dealing with sensitive issues

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about SRE. The following are protocols for discussion based lessons with pupils:

- no one (teacher or pupil) will have to answer a personal question;
- no one will be *forced* to take part in a discussion;
- only the correct names for body parts will be used;
- meanings of words will be explained in a sensible and factual way;
- teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent.

Confidentiality and Child Protection

As a general rule, a child's confidentiality is maintained by the teacher or member of staff concerned. If this person is concerned that a child protection issue is arising, it is his/her responsibility to talk to the named child protection co-ordinator who takes action as laid down in the Child Protection Policy.

Parental right to withdrawal from SRE

As stated above parents have the right to withdraw their children from SRE that falls outside the National Curriculum Science Order. They do so in writing to the Headteacher. When the Headteacher receives such a letter he will invite the parents to a meeting, at which he will explain clearly what the school's policy is and seek to accommodate the wishes and/or concerns of the parents. If that is not possible the pupil will be withdrawn from SRE and placed in another class where suitable work and supervision will be provided. Parents will be given the DfEE support pack for parents who withdraw their children from SRE. The right to withdrawal will be made clear in the school's prospectus. A copy of this policy will be made available to all parents who request it.

Policy review

This policy was produced in December 2000 in response to the DfEE Sex and Relationship Education Guidance. It was reviewed in June 2005 and again in February 2009, 2011, 2013, 2015 & 2017