Sex and relationships Policy



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| **Approved by: Learning and development team** |  | **Date: 13th March 2025**  |
| **Last reviewed on: March 2025** |  |
| **Next review due by: March 2026** |  |

# Context/Introduction

All schools must have an up-to-date SRE policy which is made available for inspection and to parents. The policy must:

* Define sex and relationship education.
* Describe how sex and relationship education is provided and who is responsible for providing it;
* Say how sex and relationship education is monitored and evaluated;
* Include information about parents’ right to withdrawal; and
* Be reviewed regularly”

Sex and Relationship Education Guidance (DfEE 01/16/2000)

Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health.

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 children 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

The policy has been developed in consultation with pupils, parents/carers, teaching non-teaching staff, governors, school health staff and other relevant agencies.

Methods of consultation included, auditing existing provision in order to develop, implement, monitor and evaluate the curriculum.

A parents’ meeting is held annually to provide an opportunity to share the policy with parents.

# Aims and Objectives for Sex and Relationship Education

The aim of SRE is to provide children with age-appropriate information, explore attitudes and values and develop skills in order to 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 gain access to information and support
* To develop skills for a healthier safer lifestyle
* To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
* To respect and care for their bodies
* To be prepared 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. that animals including humans, move, feed, grow, and use their senses and reproduce.
2. a) to recognise and compare the main external parts of the bodies.

b) that humans and animals can reproduce offspring and these grow into adults.

1. to recognise similarities and differences between themselves and others
2. treat others with sensitivity.

Key Stage 2

1. that the life processes common to humans and other animals include nutrition,

 growth and reproduction.

1. about the main stages of the human life cycle.

Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language specials needs, disadvantaged and looked after children.

It is our intention 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 in 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.

# Implementation of RSE

At Weald we use a resource called ***‘Teaching RSE with confidence’*** from the Christopher Winter Project. CWP Resources’ primary schools’ resource, Teaching RSE with Confidence in Primary Schools, has been quality assured by the PSHE Association.

***‘Teaching RSE with confidence’*** is a comprehensive and inclusive resource for teachers and other professionals working in a primary school setting. This 5th edition has been updated to meet the requirements of Statutory Guidance released from the Department for Education on Relationships Education, Relationships and Sex Education (RSE) and Health Education, Regulation 2019. This resource is designed to be used in Reception through to Year 6 and includes an overview of a spiral curriculum for RSE, schemes of work and lesson plans that combine a range of teaching styles and active learning techniques. All lesson plans include links to stimulating teaching and white board materials. These materials have been used to help train thousands of teachers to teach RSE with confidence. The aim is to improve the quality of RSE through increased teacher confidence and planning, delivery and assessment. CWP have been awarded the PSHE Association Quality Mark for this resource.

# Teaching Materials

All CWP lessons have a clear structure and are age appropriate. They are designed to demonstrate a wide range of teaching methodologies to equip teachers with the skills to deliver excellent RSE. The lesson plans have clear aims and learning outcomes with suggested additional activities and accompanying resources. Starting with the overview of the RSE curriculum, teachers can follow the schemes of work for Years R – 6. Each year group has a set of 3 interconnected lesson plans together with hyperlinked materials and whiteboard resources. All materials can be downloaded for printing where necessary. Any resources that are not hyperlinked need to be provided by the teacher.

# Child protection / confidentiality

Teachers are 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
* Equal Opportunities
* Child Protection
* Behaviour
* Anti Bullying

# Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. The use of an anonymous question box, as a distancing technique, may be useful for pupils who do not wish to be identified.

Teachers will endeavor 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 use the planned curriculum and lessons.” Sex and Relationship Guidance (DfEE 01/16/2000 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.

# Children with special needs

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education. Pupils with SEND can be more vulnerable to exploitation, bullying and other issues. Schools must take into consideration the ‘Preparing for Adulthood’ Outcomes from the SEND code of practice.

Parents

We will ensure that parents know what will be taught and when, and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education in addition to statutory Relationships Education and Health Education unless it forms part of the science national curriculum. The right to withdraw will now be referred to as ‘the right to be excused’. We will encourage parents/carers to visit the school to view materials and discuss any concerns. Quite often, when parents review the materials and aims of the lessons they realize that there is no need to withdraw their child from RSE. Teaching RSE with Confidence in Primary Schools has been mapped to the science curriculum, Relationships Education and Health Education guidance. Some lessons, mainly in year 6, contain elements of age-appropriate sex education that are non-statutory (for example, how a baby is conceived) which parents/carers could withdraw their children from.

# Impact/Assessment

Following the delivery of the lessons, teachers may want to assess the knowledge and understanding pupils have gained from the RSE programme. It can also be useful for pupils to evaluate their own experience and this can inform the teachers’ assessment. Worksheets and evaluations can be added to pupils’ PSHE folders. The CWP scheme suggests tools for informal assessment; these can provide insight into the understanding and knowledge gained.

# Monitoring and Evaluation

Monitoring is the responsibility of the Headteacher and teacher with responsibility for sex and relationship education. The school will assess the effectiveness of the aims, content, and methods in promoting students’ learning by lesson observation, questionnaires to teachers and children and feedback from parents.

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

