

Sex and Relationships Policy 2015

Learning about sexuality and relationships is a lifelong process and occurs in both formal (e.g. classroom lessons) and informal settings (e.g. home, playground, the community). Self-esteem and respect for others are the cornerstones of good personal, social and health education and, therefore, of good sex and relationships education. If young children feel positive about themselves, they are more likely to take care of themselves, think positively of other people and develop non-exploitative relationships.

Sex and relationships education is the shared responsibility of parents, governors and teachers, and our school has an important role in promoting this.

Objectives:

- To generate a positive atmosphere where children feel able to ask questions and discuss sexual matters
- To enable children to understand about their own development and growth in a whole school curriculum context
- To recognise and value individual differences and promote equal opportunities
- To enable children to develop knowledge, communication skills and understanding in order to facilitate personal decision making.
- To emphasise the role and the value of family life and caring relationships
- To enable children to develop the ability to form positive, non-exploitative relationships

Sex and relationships education is always taught with due regard to moral and legal considerations and with the explicit values of family life and supportive relationships. Among the values promoted are:

- Respect for oneself and other people
- Taking responsibility for one's actions in all situations
- Honesty and loyalty in relationships
- Sensitivity towards the needs and views of others
- To recognise the physical, emotional and moral implications, and risks of certain types of behaviour
- To recognise and accept the differences of others

Entitlement

All pupils are entitled to have access to SRE regardless of ability, race, gender and cultural background or any physical or sensory disability (see equality scheme).

Teaching and Learning

Planning for the SRE curriculum puts emphasis on the ability of pupils to make informed choices and take responsibility for their own actions, as well as imparting knowledge. Links

are made between PSHE and other subjects, including Science R.E. and Computing to enable children to revisit and extend their learning.

There is planned provision for SRE, normally delivered through Circle Time. Discrete provision is made for PSHE for areas such as drugs and sex and relationships and we follow SEAL – Social Emotional Aspects of Learning KS1, SEAD – Social and Emotional Aspects of Development ,guidance to teach these areas. These run alongside other curriculum subjects and are listed in our Curriculum Map. Within computing the children are introduced to “E-Safety” and how to keep safe when using computers and mobile devices.

It is not felt this is an appropriate stage of a child’s development to teach Sex Education as a separate subject. Within Science and Health Education we develop an awareness of the body and an insight into the development and life cycles of living things. Where specific questions arise concerning birth they are answered honestly and sensitively with appropriate regard to the child’s development and understanding.

Confidentiality

Whilst every effort should be made to enable constructive dialogue to take place between young people requiring support and school staff, no staff member can agree to complete confidentiality. All staff are subject to child protection procedures.

Resources

Resources for circle time are in each year group’s scheme of work file. ‘SEAL and SEAD and Development Matters statements from the Foundation Stage guidance are used to deliver discrete PSHE and Citizenship work.

Assessment and Recording

Teachers assess children’s work by making informal judgements as they work. Children also assess themselves by the reflections they make at the end of a session.

Monitoring and Reviewing

The PSHE and Citizenship Co-ordinator is responsible for monitoring the standards of children’s work and the quality of teaching. The Co-ordinator supports colleagues in their teaching by giving them current developments in the subject.

This policy has been prepared in consultation with the PSHE Co-ordinator, the school nurse, parents, the teaching staff, and Governors.

This policy was reviewed Autumn 2014
Next review Autumn 2016