

Sex and Relationships Education Policy

At The Gleddings we are committed to the teaching of Sex Education. It will be taught as part of our Personal, Social Citizenship and Health Studies.

This policy takes account of the following documents and guidance:-

- The Education (Independent School Standards) Regulations April 2014
- The Independent Schools Commentary on the Regulatory Requirements September 2016
- Sex and Relationship Education Guidance DfE July 2000 (Accessed October 2015)
- The Independent School Standards Regulations (The Education (Independent School Standards) (England) Regulations 2010 (as amended in April 2015)
- The Independent School Standards Regulatory Requirements September 2015
- Sexual Health Improvement Framework (DfE 2013)
- Sex and Relationships Education (SRE) for the 21st Century
- The Equality Act 2010

This policy is to be read in conjunction with all other policies. Please particularly cross refer to the following:

- Child Protection and Safeguarding Children
- Computing
- Confidentiality
- Curriculum
- E-Safety & Cyberbullying
- PSHEE
- Science
- SMSC

AIMS

The government believes that all pupils should be offered the opportunity of receiving a comprehensive, well-planned programme of sex and relationship education whilst at school. At The Gleddings we believe that sex and relationships education should '*prepare pupils to cope with the emotional, social and physical aspects of growing up and to give them an elementary understanding of human reproduction*'. Some aspects are taught as part of PSHEE.

We will ensure that all children receive their sex education in the wider context of relationships and that they are prepared for the opportunities, responsibilities and experiences of adult life. We believe that teaching SRE is vital and helps us to fulfil our duties to protect, safeguard and promote the wellbeing of our pupils.

Teaching and Learning will

- be a partnership between home and school
- ensure children's views are actively sought to influence lesson planning and teaching
- be taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, respect, abuse and sex and consent.
- Promote equality in relationships, recognise and challenge gender inequality and reflect girls' and boys' different experiences and needs.
- contribute to the promotion of pupil's spiritual, moral, cultural, social, mental and physical development
- be relevant to pupils at each stage in their development and maturity

- provide factual knowledge and encourage the exploration of facts about sex, sexuality and sexual health
- examine opinions and concepts and encourage meaningful discussion about feelings, relationships and values
- encourage awareness, respect and responsibility for oneself and others
- **not** encourage early sexual experimentation
- help children to learn to respect themselves and others and move with confidence from childhood through to adolescence and adulthood
- help pupils deal with difficult moral and social questions
- build up pupil's confidence and self-esteem
- engender an understanding of the importance of family life, stable and loving relationships, respect, love and care
- Ensure that all children are able to name parts of the body and describe how their bodies work
- Are prepared for puberty

In Science children will be taught about the biological facts relating to parts of the body and human life cycle. In PSHEE, pupils will learn to think about the different social contexts, influence and beliefs that affect personal behaviour.

Computing Curriculum

Children will be taught about online safety as part of the Computing Curriculum. It is vital they learn that the internet and social media are important resources for learning and information, and a great opportunity to build social networks, as well as learning about the risks and how to stay safe online.

Key Stage 1

1. Recognition and comparison of the main external parts of the bodies of humans.
2. Humans and animal production of offspring and their growth into adults.
3. Similarities and differences between self and others and how to treat others with sensitivity.

Key Stage 2

1. Life processes common to humans and other animals including nutrition, growth and reproduction.
2. Stages of the human life cycle.

Assessment of learning will take place in accordance with the Assessment, Reporting and Recording policy.

TEACHING AND LEARNING

The sex and relationship education programme will provide information which is easy to understand and relevant to the age and maturity of the pupils.

EYFS, KS1 AND KS2

The education will focus on friendship, respect for others and the building of self-esteem. Any questions relating to reproduction will be dealt with in a sensitive manner and answered in a truthful way as and when they arise. In addition, pupils in Year 6 will be taught about sex education and relationships by a professional who is trained and confident in talking about issues such as healthy and unhealthy relationships, sex and consent. Boys and girls will have at times, lessons together and also at times have single sex lessons. Questions of the pupils will be answered in a sensitive, open, frank and matter of fact way. Questions concerning homosexuality, sexually transmitted diseases and contraception will be answered if raised.

The Life Education Bus annual 3 day visit will include age appropriate sex and relationship education. All staff are alert to signs of abuse and know to whom they should report their concerns or suspicions as the result of disclosures during Sex Education and Relationship sessions. However, pupils are reminded that lessons are not a place to discuss their personal experiences and issues through the establishment of ground rules.

Children will be encouraged to develop confidence in talking, listening and thinking about sex and relationships. Teachers and other staff may also need to overcome their own anxieties and embarrassment. This will be actioned by:

- depersonalising discussions
- establishing guidelines of what is appropriate and inappropriate in a whole class setting and having ground rules to prevent unexpected questions or unwelcome comments from pupils
- reminding pupils of the ground rules
- acknowledging inappropriate questions and answering later on an individual basis

Pupils are encouraged to reflect on their learning in a number of ways including asking questions and enabling them to complete a confidential evaluation of the Sex and Relationships Education sessions.

Parents and Sex and Relationship Education

The school is committed to working with parents who are the key people in teaching children about sex, relationships and growing up. The delivery of sex and relationship education is not the sole responsibility of the school. It is essential that school and parents have a partnership in providing the children with all the information they need and a healthy approach to their sex and relationship education. Parents **do not** have the right to withdraw their child from National Curriculum Science even when this part of the science curriculum is delivered, through an outside professional.

However, the school does recognise that under the 1993 Education Act pupils can be withdrawn by their parents from the part of sex education that is outside the compulsory elements of the science National Curriculum. Parents wishing to exercise their right must confirm in writing to the Headteacher. Concerns of parents will be explored and the possibility of adjusting the programme to accommodate the needs of the child will be given consideration.

Special Educational Needs

Pupils with special educational needs, learning difficulties or disabilities have the same entitlement to sex and relationship education as their peers. Occasionally teachers may have to be more explicit in their explanations and plan work differently to meet all the individual needs of the pupils. In addition the professional teaching sex and relationship education must be informed where pupils may experience particular difficulties. It is also important that pupils with learning difficulties or disabilities are not withdrawn from health or sex education.

EQUAL OPPORTUNITIES

The work covered and tasks set will be of an appropriate level for all children within all classes and they will be presented without prejudice, whatever the age, ability, sex or ethnic origin of the pupils.

This policy was reviewed by Gina Choy (Health Manager) in October 2016

Signed:

Headteacher

Next review date: October 2018