



## **Sex and Relationships Policy**

### **Policy Statement**

SRE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings (Sex Education Forum 1999)

Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

The 1996 Education Act consolidates all relevant previous legislation and states that all primary schools must provide an up to date policy that describes the content and organisation of SRE provided outside the National Curriculum Science Order. The Sex and Relationships Education Guidance (2000) supports this legislation and recommends that all primary schools should have sex and relationship education programme tailored to the age and physical and emotional maturity of the children.

Other related policies and documents include the PSHE and Citizenship policy, Anti-Bullying, Drug Education, Safeguarding and Equality.

### **Aims and Objectives**

This policy is a working document which provides guidance and information on all aspects of SRE in the school for staff, parents/carers and governors. To be accessible to all of these groups the documents needs to be available on request and presented in a way that is easy to understand.

### **Moral and Values Framework**

The SRE programme at Langham reflects the school ethos and demonstrates and encourages the following values.

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, school and wider community

### **Equal Opportunity Statement**

The school is committed to the provision of SRE to all of its pupils. Equal time and provision will be allocated for all groups but there may be occasions where pupils with Special Educational Needs are given extra support.

### **Content**

In Key Stage 1 pupils learn to recognise similarities and differences between themselves and others, identify and share their feelings with each other, recognise safe and unsafe situations and identify and be able to talk to someone they trust.

In Key Stage 2 pupils learn to express their opinions about relationships and bullying and to listen to and support others, including respecting other people's viewpoints and beliefs. They learn to recognise their own worth and identify positive things about themselves and try to balance the stresses in life in order to promote their own mental health and well-being of others. Life processes are discussed including the physical changes that take place at puberty, why they happen and how to manage them. We use the Sex and Relationship guidance and lesson plans within the Norfolk pack written by Molly Potter and the Channel 4 'Living and Growing' resources in Year 5 and 6.

### **Organisation**

SRE should not be delivered in isolation but firmly embedded in all curriculum areas, including Personal, Social, Health and Economic Education (PSHE). At Langham the main content is delivered in PSHE lessons. This ensures a coherent spiral curriculum. All classes are committed to the SEAL (Social and Emotional Aspects to Learning) initiative and incorporate elements on a rolling programme. SEAL activities take place for EYFS, KS1 and KS2 children weekly.

SRE is normally delivered by class teachers in mixed gender groups. Active learning methods which involve children's full participation are used.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of SRE in school.

- Visitors are invited in to school because of the particular expertise or contribution they are able to make
- All visitors are familiar with and understand the school's SRE policy and work within it
- All input to PSHE lessons are part of a planned programme and negotiated and agreed with staff in advance
- All visitors are supervised/supported by a member of staff at all times
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning

Elements of the sex education in the science curriculum are assessed formally. Evaluation of the SRE programme outside the science order is conducted using a variety of informal activities which have been built into the programme.

### **Specific issues with SRE**

#### **Withdrawal**

Parents/Carers have the right to withdraw their children from all or part of the sex and relationships education provided at school except those parts included in statutory National Curriculum. Those parents/carers wishing to exercise this right are invited in to see the Headteacher who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed.

#### **Safeguarding**

The school has a separate Safeguarding Policy. Effective SRE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

## Controversial and Sensitive Issues

Staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own opinions but also respect others who may have a different opinion.

### Dealing with questions

Both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated 'Safeguarding Children' member of staff.

### Sexual Identity and Sexual Orientation

Langham Village School believes that SRE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Any homophobic bullying should be dealt with strongly yet sensitively. Any incidents of homophobic bullying will be recorded.

### Dissemination

The policy is on the school website.

### Associated documents

- Personal, Social, Health and Economic Education toolkit for planning KS1-2. Healthy Schools Norfolk LA 2013
- Channel 4 Living and Growing resources
- Sex and Relationship Education. Norfolk LA. Molly Potter.
- SEAL programme
- Sex and Relationship Education Guide DCSF 2000
- Promoting Emotional Health and Well Being. Healthy schools 2004
- Two Way Talk NCC 2005

Date agreed by staff June 2018

Date agreed by Governors June 2018

Signed .....M Coe ..... Chair of Governors

Signed ...*P Kossowicz* ..... Head

Date of next review

June 2020