



FINTON HOUSE
SCHOOL

SEX AND RELATIONSHIPS EDUCATION POLICY

Member(s) of staff responsible: Nicholas Lane (PSHEE Coordinator)

Date Revised: June 2020

Governing committee/sub-committee responsible: Safeguarding

A hardcopy of this policy is available to all governors and parents on request from the School Office. It is accessible to all staff electronically (in the Policy folder on the Staff Admin Drive) and a hardcopy held on file in the Head's Office. This policy applies to all at the school including those in Reception (the EYFS).

For Website Policies:

A copy of this policy is available to all governors and parents via the school website or a hardcopy on request from the School Office. It is accessible to all staff electronically (in the Policy folder on the Staff Admin Drive) and a hardcopy held on file in the Head's Office. This policy applies to all at the school including those in Reception (the EYFS).

For Staff Only Policies:

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1. Policy Vision

At Finton House School, we aim to educate the whole child and to ensure children are happy, healthy and fulfill their potential in terms of the development of skills for life, social and moral values and academic success.

Definition of SRE:

Sex and relationship education (SRE) is lifelong learning about relationships, emotions, gender issues, sex, sexuality, and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. SRE has a key part to play in the personal, social, moral and spiritual development of young people. It begins informally in the home with parents and carers long before any formal education takes place at school. Research demonstrates that good, comprehensive SRE does not make young people more likely to become

sexually active at a younger age and in fact knowledge can help prevent this as well as helping to identify child protection issues in young children. Young people's entitlement to SRE is enshrined in the terms of the Education Act (1996).

The DfEs Guidance 2000 offered this definition:

"SRE is the lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity."

Purpose of SRE policy:

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

- Give clear guidance to staff and outside visitors about the content, organisation and approach to teaching SRE
- Give information to parents about what is taught and when
- Give parents and carers information about their involvement with SRE
- Clarify the content and manner in which SRE is delivered

The Finton Goals

The Finton House Goals provide the framework of morals and values in the school. These are taught through assemblies, PSHEE and other curriculum lessons, along with class time. SRE is also to be taught in this context. All those who teach aspects of SRE within the school, including visitors, are expected to be guided by the following values framework which represents the values held in common by the whole community. (See values).

Specifically, the teaching of SRE will encourage pupils to:

- value and respect themselves
- value and respect others
- value and respect differences in people's religion, culture, sexual orientation, physical and mental ability and social background.

Obviously the personal beliefs and attitudes of teachers will not influence the teaching of SRE.

2. 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.

SRE at Finton House School aims to:

- develop confidence in talking, listening and thinking about feelings and relationships with regard to promoting mental wellbeing
- develop skills to make and maintain positive relationships
- develop positive attitudes and values and respect differences in opinion
- be able to name parts of the body and describe how their bodies work;
- be able to protect themselves and know where to go for help and support;
- gain accurate knowledge and understanding about sexuality and relationships
- to be prepared for puberty.

The objectives of Sex and Relationship Education are;

- To meet the requirements of the DfES guidance on SRE.
- To help and support children through physical, emotional and moral development
- To develop in children the skills and understanding to have the confidence to approach their relationships in a positive way.
- To enable children to move with confidence from childhood through adolescence to adulthood.
- To live confident and healthy lives
- To understand the changes that occur to the human body during puberty
- To understand how a baby is conceived and born.
- To ensure children are aware of personal space and their right to privacy
- To know the names of parts of the body
- To respect and care for their bodies
- To provide the confidence to be participating members of society and to value themselves and others;

3. Legal Requirements

The government says that sex and relationships education (SRE) is only compulsory from year 7 onwards. However, independent primary schools are required to teach the elements of sex education contained in the science curriculum (Year 5 and 6). The SRE schemes of work have been written using PSHE Association guidance and elementary aspects of SRE have been included as part of the PSHEE planning. **Please see Appendix A for when aspects of SRE are taught.**

Parents/carers have the right to withdraw their children from SRE, apart from the statutory national science curriculum. If a parent wishes to withdraw their child from the SRE curriculum they must arrange a meeting with the PSHEE leader who will talk through their concerns and discuss the benefits of school SRE. If they decide to withdraw their child, work will be provided for them to do in another class. We will offer packs of the teaching materials if parents wish to use this with their children at home. Parents can talk to the PSHEE Coordinator about the resources to support this.

Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children. It is our intention that 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. As well as through Science, SRE will be taught through dedicated PSHE sessions and Special events.

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 and to stay clean.
- In RE and PSHEE children reflect on family relationships, different family groups and how to develop positive friendships. They may learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. They also learn about personal safety.

Key Stage 2

- In PSHEE lessons, children learn about co-operating with others in work and play and begin to recognise the range of human emotions and ways to deal with them.
- In Science children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby on years 5 & 6. In on-going PSHEE work they will discuss the differences between boys and girls and will name the body parts. They are also taught about the physical, emotional and social changes at puberty, why they happen and how to manage them, which include personal hygiene and keeping clean. 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 discuss personal space and acceptable forms of physical contact. 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; exploring, considering and understanding moral dilemmas.
- In Year 6, the children will learn about conception.

Sex and relationship education should focus on the development of skills and attitudes not just the acquisition of knowledge. With Miss Karol-An, the children will be taught to develop critical thinking as part of decision making.

How is SRE provided?

Pupils need to be given accurate information and helped to develop skills to enable them to understand difference and respect themselves and others and for the purpose also of preventing and removing prejudice. A planned, progressive programme of SRE gradually and appropriately begins to prepare our children for adult life. It teaches the skills they need to fully manage the natural physical and emotional changes that will happen to them as they grow and mature into healthy, confident and responsible adults.

Sex and relationship education is usually delivered in mixed gender groups, however there will be occasions where single gender groups are more appropriate and relevant. Teachers will set a group agreement with pupils to ensure that an atmosphere is created where pupils feel able to discuss concerns, feelings and relationships. It should be recognised that questions from pupils will be addressed and dealt with in the most appropriate manner and not disregarded. In every section of the SRE course a variety of teaching and learning styles are used including videos, information sheets, pamphlets, textbooks, visual aids and models, games, role-play, the Internet and visits.

The organisation of Sex and Relationship Education

Nicholas Lane (PSHEE coordinator) is the designated teacher with responsibility for coordinating sex and relationship education.

What is taught is outlined in the school's PSHEE Schemes of Work. SRE at the school is led by the class teachers, mentors and, if appropriate, outside visitors. SRE is taught to each year group, starting in Reception.

(Sex and relationship education is monitored and evaluated by the PSHEE Coordinator.)

4. Specific Issues

Parental consultation and working in partnership with parents

Parents are the key people in:

- Maintaining the culture and ethos of the family;
- Helping their children cope with the emotional and physical aspects of growing up
- Preparing them for the challenges and responsibilities that sexual maturity brings.

On entry to school, parents are invited to read the SRE policy. This helps to establish consultation and a partnership with parents, which reinforces the dual responsibility for SRE learning. Parents are kept informed about the content of the programme. Section 405 of the Education Act 1996 gives parents have the right to withdraw their children from any or all of parts of a school's programme of sex education – where it is not part of the National Curriculum. However, this rarely happens; by working in partnership with school, parents recognise the importance of this aspect of their child's education. Parents are asked to contact the Headmaster who will be available to discuss any concerns.

Child Protection/Confidentiality

All staff involved in delivering and supporting SRE should be alert to the signs of abuse, neglect and exploitation. The school has a separate Child Protection Policy.

The school will ensure that pupils know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. 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 school will ensure that staff understand they cannot offer unconditional confidentiality to pupils. They will work with the school's child protection procedure for recording and reporting disclosures and the nature of access to this information.

Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique. Teachers will endeavour 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.

Terminology

OFSTED guidance recommends that it is important for children to learn the language associated with body parts so that children are able to talk to health professionals. Therefore, teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people. Correct language for body parts will be gradually introduced.

Use of Visitors

“Visitors should complement but never substitute or replace planned provision. It is the PSHEE coordinator and teacher’s responsibility to plan the curriculum and lessons.”

Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11

Visitors to the school, such as parents/carers, health professionals and members of voluntary organisations, may be invited to plan and contribute to SRE lessons. They will be given a copy of this policy and will be expected to work within the values framework described within. The PSHE co-ordinator will ensure that the visitors’ contributions to lessons are in line with the learning outcomes of the schools’ SRE programme. A teacher will be present during the lesson.

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.

Equal Opportunities

The school is committed to the provision of SRE to all of its pupils. Our programme aims to respond to the diversity of children’s cultures, faiths and family backgrounds.

Monitoring and Evaluation

Monitoring is the responsibility of the Headmaster, Curriculum Head, Governors and the PSHE co-ordinator. The school will assess the effectiveness of the aims, content and methods in promoting students’ learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents. The effectiveness of the SRE programme will be evaluated by assessing children’s learning and implementing change if required.

Withdrawal of Students from SRE and Complaints Procedure

Full details on SRE are available on request. The PSHE co-ordinator and teacher will inform parents/carers when aspects of the SRE programme are taught and will provide opportunities for parents/carers to view the videos and resources being used. Parents are informed of their legal right to withdraw their child from SRE if they wish. Any parent wishing to withdraw their child is encouraged to make an appointment with the headmaster or deputy to discuss the matter. Pupils cannot be withdrawn from any part of SRE which falls within the statutory National Curriculum Science orders.

This Sex and Relationships Education Policy is reviewed and monitored by the coordinator.

SRE issues will be included in the induction programme for all new members of staff.

5. Appendix A

Appendix A

SRE Objectives - PSHEE Association Guidance
R/Y1/2
<p>To know how special people care for us and help us</p> <p>To know who are our special people</p> <p>To know how we change as we get older</p> <p>To know why friends are important</p> <p>To know what makes a good friend</p>
Y3
<p>To be able to challenge stereotypes – regarding gender</p> <p>To know babies develop before and after birth</p> <p>To know what makes a good friend</p> <p>To know how to maintain good friendships (Zones of Regulation)</p>
Y4/5
<p>To know physical changes experienced during puberty</p> <p>To know biological changes to males and females during puberty</p> <p>To know how emotions change during puberty</p>
Y6
<p>To know physical changes during puberty</p> <p>To know what a positive, healthy relationship is</p> <p>To know about the human reproduction life cycle</p>