



The
Affinity
Federation

Willenhall Community Primary School and **Whitmore Park** Primary School

Sex and Relationships Education policy

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1. POLICY STATEMENT

1.1. What is Sex and Relationships Education (SRE)?

SRE is embedded in the PSHE curriculum and aims to help children develop:

- Self esteem and self awareness.
- The skills needed for successful relationships
- A beneficial attitude towards difference and diversity
- An understanding of their own and other’s rights
- The ability and confidence to make informed choices.
- The ability to keep themselves and other people safe by minimising risk from harm
- An understanding of their own and others’ attitudes, values and beliefs and an individual moral framework that will help them to make positive decisions
- Being sensitive to the different messages they receive from the media
- A positive attitude towards their body and sexuality
- The ability to access help and support

SRE gives pupils accurate information about sex and relationships, allows pupils the opportunities to develop life skills and a moral framework that aims to enable them to make positive use of that information.

1.2. Why should SRE be taught?

In a world where children receive information about sex and relationships from a variety of sources, many of which are inaccurate or ‘unhealthy’, Primary school

SRE aims to counterbalance these messages by providing accurate information as part of a supportive programme.

SRE is about helping children to develop and maintain successful relationships, about providing them with information that will support them with the process of puberty and helping them understand issues relating to sex and reproduction. Primary SRE needs to happen before when many children start to experience puberty and show an increased awareness of matters relating to the body and sex.

Primary SRE is about demonstrating to children that matters relating to the body and sex can be spoken about in a sensitive and positive way. This helps children feel more comfortable communicating about these matters. This therefore, will undoubtedly increase the likelihood of them behaving responsibly in any sexual relationship they go on to have, as such responsibility usually requires some kind of communication – with a partner and/or sexual health services. It also increases the likelihood that children will disclose any incidents of abuse or situations which made them feel uncomfortable.

1.3. Legal requirements

The law in relation to SRE states:

The governing bodies of schools are required to keep an up to date SRE policy that describes content and the organisation of SRE provided outside the national curriculum science orders.

Parents/Carers have the right to withdraw their children from SRE lessons and they will be fully informed of this right.

Other related policies and documents

- Curriculum Policy
- Safeguarding Children Policy

2. AIMS AND OBJECTIVES

This policy is a working document which provides guidance and information on all aspects of SRE and aims to provide a secure framework within which staff can work.

This policy is for staff, parents/carers, governors and visitors to the school.

2.1. The aims of our SRE

Both schools aim to provide children with:

- the knowledge to reduce the risks to their own and the health of others
- the skills needed for successful relationships
- a moral framework that will guide their decisions and behaviours
- opportunities to understand and celebrate difference and diversity
- an understanding of their own bodies
- the confidence and know how to seek help and advice
- self esteem, self awareness and emotional health

- an awareness of the right they have over their own body
- the skills to be assertive
- good communication skills
- the skills and knowledge to make positive informed choices
- the ability to respect the right of others to hold opinions that differ from their own as long as these views do not impact on the rights of others.
- the ability to take responsibility for and accept the consequences of their own actions

3. MORAL AND VALUES FRAMEWORK

Both schools teach SRE within the following moral and values framework that promotes:

- self respect and respect for others
- empathy, mutual support and co-operation
- honesty
- responsibility for personal actions
- an awareness of the uniqueness of individuals
- respect and acceptance towards others who may have different backgrounds, cultures and sexuality
- the right of people to hold their own views (as long as these views do not impact negatively on the rights of others)
- the right not to be abused by or taken advantage of by other people
- the right to accurate information about relationship and sex issues

These morals and values fit within our framework of Golden Values and within our teaching of British Values.

4. EQUAL OPPORTUNITIES STATEMENT

Whitmore Park Primary School and Willenhall Community Primary school are committed to the provision of SRE to all of its pupils.

Our SRE programme is inclusive and acknowledges and accommodates the diversity within any group of people in terms of gender, religion, language, race, culture, social background, appearance, family set-up, special needs, ability or disability.

5. CONTENT

The SRE taught in both schools forms part of the broader PSHE curriculum. These elements of SRE are taught within PSHE lessons:

- the physical and emotional changes of puberty
- sex and reproduction
- growing up
- naming sexual organs
- personal hygiene
- challenging sexual stereotyping

- challenging homophobia
- considering media messages
- developing a positive body image
- changing relationships as we grow up
- aspirations and how we might see our futures
- different types of relationships
- how to find help and support
- developing emotional literacy
- peer influence and peer pressure
- considering rights and responsibilities
- raising self esteem and increasing self awareness
- exploring friendships – making, valuing and maintaining them
- challenging assumptions, stereotyping and prejudice
- communication skills – saying ‘no’ and being assertive, dealing with conflict, negotiation, appreciation

5.1. How are resources used with reasons for their selection?

The resources used in SRE lessons have been recommended by the Local Authority and/or the PSHE Association. They are chosen and checked for:

- being inclusive
- positive, healthy and unbiased messages
- age appropriateness
- promoting positive values
- accuracy
- being up to date

6. ORGANISATION

6.1. How is SRE delivered?

SRE is taught as part of the PSmHE curriculum.

6.2. Who delivers SRE?

At both schools within our Federation, SRE is delivered by class teachers who are supported and trained by our PSHE Leader and our SMSC Leader.

6.3. How does the Federation use outside agencies?

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of SRE in school. Our school has a code of practice for using visitors to support the delivery of PSHE:

- Visitors are invited into 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.

6.4. How will the SRE programme be monitored and evaluated?

- Pupil conferencing
- Discussions
- Teacher assessments
- Pupils' self assessment and evaluations

6.5. How do our schools keep parents/carers informed of the SRE programme?

Information sessions will be held for parents/carers to inform them of the content of the lessons for their children. Parents/carers can have a copy of the school's SRE Policy on request.

7. SPECIFIC ISSUES IN SRE

7.1. What provision do our schools make for those pupils withdrawn from SRE lessons?

Parents/Carers have the right to withdraw their children from the relationships and sex education provided at school except for those parts included in statutory National Curriculum. Those parents/carers wishing to exercise this right are invited to discuss their objections and concerns and reflect on the impact withdrawal may have on the child. If children are withdrawn from lessons, they are educated in another class for the duration of the SRE lesson.

7.2. Safeguarding children statement

SRE may bring about disclosures of safeguarding children issues and all staff are conversant with the procedures for reporting their concerns.

In these cases the school's safeguarding children policy needs to be referred to.

8. DISSEMINATION OF POLICY

All teachers and governors to receive a copy of the policy. Training will be regularly delivered to staff on the policy content.