

Knebworth

Primary & Nursery School



Relationship and Sex Education Policy

Date of review:

November 2017

Date of next review:

November 2019

Responsibility:

Safeguarding Committee

Classification:

Public

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Section 1: Principles

A Definition of Sex and Relationship Education

SRE is lifelong learning about physical, moral and emotional development embedded in a context that enhances the self-worth and confidence of each individual and encourages mutually respectful relationships and empathy for others.

It has three main elements:

Attitudes and Values

Recognition of the understanding of sexuality, reproduction, disability, the value of family life, marriage and stable and loving relationships for the nurture of both children and adults.

- Respect for oneself and others, loving and being loved and caring for oneself and others.
- Exploring, considering and understanding moral dilemmas.
- Development of critical thinking skills as part of decision making.

Personal and Social Skills

- Strengthening self-esteem and self-confidence through learning, to understand and manage emotions and relationships confidently and sensitively and how to make choices based on an understanding of difference and without prejudice.
- Development of skills of choice and an understanding of the consequences of such choices are fundamental to decision making, assertiveness, managing conflict and communication. All of these enable pupils to exercise personal responsibility to help avoid exploitation and abuse. Sensitivity is important, as there may be pupils in the group who have been abused, or are carrying out abuse and do not recognise it as such.

Knowledge and Understanding

- Learning and understanding about physical development at appropriate stages and dealing with issues of gender and stereotyping.
- Learning and understanding how babies are made in the context of an adult, loving and committed relationship.

Aims and Objectives

Aims:

The aim of our policy is:

- To provide the knowledge appropriate to children's level of maturity and developmental needs.
- To provide opportunities for individuals to express themselves in a safe environment.
- To build skills needed to make responsible decisions, communicate effectively and develop healthy and appropriate relationships.
- To develop self-esteem and responsibility for oneself and one's actions.
- To develop positive attitudes towards sexuality.

Objectives

- To generate an atmosphere where questions of a sexual nature can be asked and answered openly without embarrassment and where trust and confidentiality are ensured.
- To enable pupils to develop knowledge, communication skills and understanding in order to facilitate personal decision-making.
- To enable pupils to understand the impact of external factors, such as the media, Internet, peer groups and remain independent decision-makers.
- To enable pupils to develop the ability to form positive, non-exploitative relationships.
- To enable pupils to be aware of personal, psychological, emotional and physical changes in themselves and others.
- To enable pupils to understand the process of human reproduction.
- To emphasise the role and the value of family life.
- To enable pupils to know what is and what is not legal in matters relating to sexual activity
 - the age of consent
- To inform pupils of where they can go for further information and advice.

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. Currently members of staff teach the SRE curriculum. School health staff are available to suggest and/or take sensitive sessions if required. Objectives include:

- respect for oneself and other people
- taking responsibility for one's actions in all situations
- honesty and loyalty in relationships
- the importance and responsibilities of the family unit for all members
- 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

Principles of Teaching and Learning

Children will be taught in specific PSHE lessons as well as Science when appropriate. Work will be set at an appropriate ability level for children and differentiated where necessary.

Teachers will use different methods of teaching, whole class, group work and individual work with children. Teachers will apply the principles of Teaching and Learning from the Teaching and Learning policy.

Ground rules:

These will be agreed prior to discussion of sensitive issues:

- No one will have to answer a personal question.
- Personal questions specifically aimed at embarrassing others will be discouraged.
- Biological names for body parts will be taught and used. Other suggested names will be corrected.
- Meanings of all words will be explained clearly and factually.
- Respect for differences between pupils will be maintained.
- Unexpected questions will be answered at another time or on an individual basis, but never ignored.

Children will be provided with opportunities to talk about themselves through circle time activity. Not all work will be recorded as discussion and the sharing of beliefs and values is an important part of this subject.

Equal Opportunities

We aim to provide equal opportunities in sex and relationship education to ensure that all children are able to access the curriculum at the level appropriate to their needs, thus ensuring progression and differentiation. This covers race, gender and disability issues. Teachers will ensure that suitable resources and learning environments will be available to enable all children to achieve. (See School Inclusion/SEND Policy)

Relationship with School Development Plan.

Sex and Relationship Education will appear on the development plan as need arises. Requests for resources are notified to the subject leader and considered alongside other development plan issues.

Section 2: Practice

Management and leadership

Organisation

Each subject has a subject leader.

The subject leader is responsible for identifying needs, curriculum planning, monitoring plans and management of the resources budget as described below.

The subject leader monitors and instigates development in consultation with staff and the Head Teacher. Matters affecting curriculum practice are routinely discussed in staff meetings. When appropriate the subject leader leads or arranges whole staff training workshops or individual support sessions.

Details are kept in the curriculum file maintained by the subject leader.

Planning

Long term planning has been undertaken and is represented within the school matrix.

Medium term plans are drawn up for half or all of one term and recorded on the school computer system.

Weekly plans are taken from the medium term and include detailed learning objectives.

Monitoring

The subject leader monitors medium term plans and has access to weekly plans. A termly report form is filled in and filed with the Head Teacher and the subject leader. Using non-contact time the subject leader monitors lessons and gives sample lessons when needed or observes and advises as appropriate.

Parental Involvement

Parents are kept well informed of the parts of the National Curriculum from which they can withdraw their children. We write to all parents of children in Years 5 and 6 well in advance of the sessions. They have opportunities to discuss any issues with staff or governors and they are able to watch a copy of the supporting videos (Year 6 only). They are then able to make an informed decision as to whether or not they allow their child to take part.

Cross-curricular links

Cross-curricular links are made when appropriate. In terms of biology, the Sex and Relationship work is linked to science work on the human body at each keystage. Other work relates to the overall PSHE programme.

Scheme of work

The work on Sex and Relationships is part of the overall PSHE scheme of work which has been created in consultation with the PSHE adviser at Herts for Learning. It has been written by the PSHE co-ordinator who has been selective in choosing the units of work most suited to each year group. The timing of some units is closely linked to the Science curriculum for each keystage.

Planning for progression and continuity

By using the Health for Life books as a base for our work, we have built continuity and progression into the scheme. Specific Sex and Relationship Education work is focused in years where human science is taught and is provided at the level appropriate for each specific group of children. This may vary from year to year.

Assessment and Recording

Children's knowledge and understanding will be assessed using end of keystage targets for PSHE and Citizenship.

Resources

Videos (currently just Year 6)

A range of PSHE resources are kept in the resource area

These include copies of the photo-copyable masters in the Health for Life books and information on circle time activities.

Parents' right to withdraw their children from lessons:

Parents have the right to withdraw their children from all or part of the SRE at school except for those parts included in the statutory National Curriculum.