



Cleves School  
Learning Together

# SEX & RELATIONSHIPS EDUCATION POLICY AND PROCEDURE

Review date	July 2015
Reviewed by	The Governing Body of Cleves School
Review cycle	Every 3 years
Next review date	July 2018

## SEX AND RELATIONSHIPS EDUCATION POLICY

Sex and relationship education (SRE) is lifelong learning about physical, moral and emotional development. It is about the understanding the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.

The school aims to work in partnership with parents and carers and understands the importance of sharing with them the SRE programme so that they are able to support their children at home to enable them to:

- develop feelings of self-confidence and self-respect alongside those of value and respect for others
- prepare children for the physical and emotional changes which happen in puberty and to understand that these occur at different ages and at varying rates
- consider some of the changes over which they have no control and the choices they can make concerning those over which they do have control
- respond to the needs of parents and carers and pupils by providing accurate knowledge of sexual matters at a level suitable to children's age and understanding and to dispel myths and rumour
- help children to understand that sex is one of a complex set of relationships which exist within a family group
- foster an open attitude of mind which enable awareness and tolerance of a variety of different family backgrounds, including non-heterosexual
- promote the skills necessary for effective communication in loving, caring and happy relationships

The SRE programme will reflect the school's vision to demonstrate and teach skills, knowledge and understanding which pupils need to lead confident, healthy lives and to become informed, active responsible citizens.

All parents have the right to withdraw their children for all or part of the SRE lessons.

The school will follow its sex and relationships procedures which have been written in accordance with the guidelines for SRE from the Department for Education and the Surrey County Council Sex and Relationships Guide for Effective Programmes in Schools (4-19). The National Curriculum 2000 for Science and PSHE has also been considered when writing this policy.

Due to the nature of the subject, this policy should be read and implemented in conjunction with other existing, related policies, including Race Equality Policy,

Inclusion Policy, Safeguarding Policy, Teaching and Learning Policy and ICT Policy including the Acceptable Use Policy (AUP).

The school will follow the Cleves Sex and Relationship Education Procedure

This policy was agreed by governors on 7<sup>th</sup> July 2015 and will be reviewed triennially.

## SEX & RELATIONSHIPS EDUCATION PROCEDURE

### DESCRIPTION OF SCHOOL:

We are at present a large five-form entry junior school catering for children from seven to eleven. We are 'fed' by a number of Infant Schools but most of our children come to us from Manby Lodge, Burhill, Oatlands and Grovelands School.

Our pupil intake is mainly white European with approximately 15% other ethnic groups represented. The majority of this group are of mixed parentage and include Indian, Afro-Caribbean, Chinese, Japanese, Thai and Bangladeshi.

### MORALS AND VALUES FRAMEWORK:

Although factual information about bodily changes in puberty, conception and childbirth is important we also promote the importance of personal responsibility. We will discuss the value of family life whilst being sensitive to one parent or separated families.

Lessons are conducted in class groups by the class teacher within the general Health Education programme once a confident, trusting relationship has been established. Our programme of teaching is interlinked with other parts of the curriculum.

The SRE programme will reflect the school's vision to demonstrate and teach skills, knowledge and understanding which pupils need to lead confident, healthy lives and to become informed, active responsible citizens (Ref: Inclusion Policy).

### EQUAL OPPORTUNITIES:

The SRE programme will be given in accordance with the school's Policy for Race Equality and Inclusion. Where appropriate, pupils will be given opportunities to discuss specific issues related to puberty in single sex groups. Resources and methods of teaching will be in line with the strategies set out in the Policies.

### RIGHT OF WITHDRAWAL:

All parents have the right to withdraw their children from all or part of the SRE lessons but children are required to attend all lessons teaching the National Curriculum Science Order. Parents/carers will be invited to see the videos we will use. They will be notified when the lessons are scheduled and asked to notify the school, in writing, should they wish their child to be withdrawn. However, in view of the cross curricular nature of much of our teaching, it is impossible to guarantee that any child will be excluded from discussions of sexual issues which arise outside specific sex education classes.

### CONTENT OF SRE PROGRAMME:

All year groups will use programmes from Channel Four series 'Living and Growing'

as the basis for our SRE Programme. We will also use worksheets from the Resource Books that accompany this series. This is a graduated, age appropriate, programme of study that begins in year 3 and progresses in each year group until the children reach year 6. This programme of study will lay the foundation for further work in secondary school.

The programmes of study at Cleves are set out as follows:

### **Year 3**

#### Programme 1: Differences

The first programme the children will study is about differences. It introduces the children to life cycles and to the physical and emotional differences between male and female.

#### Programme 2: How Did I Get Here?

The second programme goes on to explain that a baby develops inside its mother's womb and that both male and female sex parts are needed to make a baby. This will enable children to reflect on their own development from babies and will inform them about conception and the growth of a baby in the womb.

### **Year 4**

#### Programme 3: Growing Up

The third programme of study will show that we grow and change, as do all living things. It will enable children to understand that some changes are social, that we become independent and able to think about others as well as ourselves. It also looks at identity and self-esteem and reinforces the belief that we are all special.

#### Programme 4: Changes

The fourth programme of study will introduce the physical and emotional changes that occur during puberty. The children will consider some of the changes over which we have no control and the choices we can make concerning those.

### **Year 5**

#### Programme 5: How Babies Are Made

The fifth programme of study will explain how babies are made and explore the idea of relationships including friendships, parent – child and family relationships.

#### Programme 6: How Babies are Born

The sixth programme of study will explain how a baby develops in the womb during pregnancy and how babies are born. It will also consider the needs of babies before and after birth and enable the children to reflect on roles and relationships in the family.

### **Year 6**

#### Programme 7: Girl Talk

The seventh programme of study will consider the physical and emotional changes that take place as girls go through puberty. It will also address the concerns and worries of young women and to make boys more aware of the changes that occur as girls become young woman.

#### Programme 8: Boy Talk

The eighth programme of study will consider the physical and emotional changes that take place as boys go through puberty. It will address the concerns and worries of young men and to make girls more aware of the changes that occur as boys become young men.

### **ORGANISATION AND DELIVERY OF SRE PROGRAMME:**

SRE is taught in all year groups. The aspects of SRE contained within the Science curriculum will be taught alongside the rest of the agreed programme. National Curriculum Science Objectives:

(a) That the life processes common to humans and other animals include nutrition, movement, growth and reproduction; and (b) About the main stages of the human cycle.

SRE will be taught both as a discrete topic and as an integral part of each years overall curriculum linking to the science, PSHE or topic curriculum where possible. It will therefore normally take place in classes of mixed gender led by the class teacher. However it may seem appropriate to offer opportunities to discuss some sensitive issues in smaller or single gender groups with an adult of the same gender.

Outside speakers may be invited to speak to groups if appropriate. It is the responsibility of the Class teacher to ensure that any outside visitors are aware of the school's policy regarding SRE, are familiar with the programme of work relating to the year group and age appropriate material is agreed.

### **SENSITIVE ISSUES:**

A set of ground rules will be established prior to the unit of work so that both teachers and pupils are working within a safe environment where they will not feel embarrassed or anxious during discussions.

Questions raised by children should be answered honestly and with a degree of detail appropriate to the child's age and stage of development. Teachers will use their professional skill and discretion before answering and if necessary deal with them later individually. Where appropriate teachers will discuss the child's concerns with the parents. Teachers should deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. There should be no promotion of sexual orientation.

Any sensitive questions addressed to non-teaching staff (eg. lunchtime supervisors, LSAs) should be referred to the class teacher who will be aware of the child's background and level of maturity to allow a more considered answer.

Teachers are aware that effective Sex and Relationship Education, which brings an understanding of what is and is not acceptable in a relationship, can lead to the disclosure of a child protection issue. The usual standards of confidentiality between child and teacher will be observed, except where a child's question might suggest the possibility of abuse. In this case, the child protection officer (Mr I Russ) must be consulted. No adult should ever promise confidentiality to a child (ref: Safeguarding Policy).

**REVIEW AND ASSESSMENT:**

The Science aspect of SRE will be taught through relevant topics which are assessed by the teacher. Teachers will make informal assessments which will inform the content and manner of their SRE teaching. Older children will be encouraged to reflect on, evaluate and feedback on SRE provision as appropriate.

Any concerns regarding the content of the curriculum should be raised in the normal way with the class teacher. At the end of the year each year group will review the SRE programme they have implemented and pass on their comments to the PSHE co-ordinator.

The SRE Policy will be reviewed on an annual basis taking into account feedback from parents, pupils and teachers.