



## **Sex and Relationships Education Policy**

### **Introduction**

Pentland Field School believes that every child has the right to be valued. We encourage all children to have a feeling of self-worth. As the children develop at different rates and achieve differing developmental levels, they have the right to receive information appropriate to their needs and be supported to develop to their full potential.

Sex and Relationships Education is taught as part of our Personal, Social and Emotional Development (PSED) Curriculum which aims to focus on:

- Developing our children's confidence and sense of responsibility whilst always making the most of their abilities
- Preparing the children to be as independent as they can possibly be
- Developing healthy and safe behaviours and choices
- Developing good relationships and encouraging a respect for difference

Children have the right to develop their personalities and understand about their bodies and sexual development, as far as their ability allows. We believe that self-esteem and confidence are fundamental to all learning regarding personal and sexual development. Sex and Relationship Education is about exploring feelings and emotions, it also enables children to be aware of the personal choices they can make and the implication of these on those around them.

As part of the Sex and Relationship Education framework, pupils are taught about the nature and importance of family life. Children should also be given strategies to protect themselves from physical danger and exploitation wherever possible.

### **Definition**

Sex and Relationships Education is lifelong information about physical, moral and emotional development. It is about understanding of the importance of family life, relationships, respect, love and care.

## **Aims**

We aim to provide all pupils with a programme that is appropriate and relevant to their age and developmental level and to respect all individuals for whom they are regardless of their sexuality. We value the uniqueness of each individual.

We aim

- to raise children's confidence and self-esteem
- to engender feelings of self-respect and respect for others regardless of gender, race, culture, religion or ability
- to develop awareness of and confidence to talk about emotions
- to understand the consequences of actions and choices made
- to help pupils understand themselves and the pattern of relationships with friends and families
- to promote knowledge and information about their bodies, their development and their sexuality
- to encourage a positive attitude to body functions
- to promote awareness of healthy and personal safety
- to encourage appropriate behaviour in private and public situations
- to prepare pupils for puberty

## **Teaching methods used**

There is a whole school approach to Sex and Relationship Education (SRE) as part of the planned programme for Personal Social and Emotional Development (PSED). The SRE programme will be firmly rooted throughout the thematic curriculum therefore being integrated into the daily pattern of school life.

A variety of teaching and learning strategies will be used. Where appropriate teaching methods will include class, group, partner and individual work. The children's own experiences and understanding will be used as a starting point when devising a range of activities.

The exact form of each lesson will be determined by the class teacher and will take into account the PSED/SRE Guidelines and the needs and maturity of the children concerned.

Our children will need plenty of opportunity to have information repeated and reinforced and many will need a lot of support to develop basic levels and understanding.

## **Organisation of the curriculum**

At Key Stage 1 topics covered are –

- Acknowledging own achievements and sharing these with others
- Developing positive relationships with others
- Recognising and naming main body parts

- Recognising ways in which they can look after their own body
- Personal safety
- Recognising a range of different emotions
- Recognising that humans grow and change
- Recognising the different genders
- Understanding the importance of saying 'no' to strangers
- Recognise likes and dislikes
- Make simple choices
- Recognising family
- Sharing in different cultural events and activities
- Recognising people who help us
- Understanding rules
- Recognising friends

At Key Stage 2 topics covered are –

- Identifying and naming main body parts on self and others
- Developing understanding of functions of main body parts
- Learning about private body parts
- Understanding how choices can affect other people
- Developing ability to cooperate when not allowed what they want
- Identifying gender of self and others
- Recognising cultural differences between people
- Recognising differences in family make up
- Developing awareness of the need to carry out some personal care routines in private
- Understanding the use of toiletries
- Recognising own likes and dislikes including how they like to spend their leisure time
- Recognising importance of helping self and others
- Understanding of public and private places and activities
- Strategies for saying no
- Recognising the importance of exercise
- Understanding about healthy foods
- Recognising things that can cause harm
- Helping to decide group rules
- Learning the difference between fair and unfair
- Understanding the physical, social and emotional changes as we get older

At Key Stage 3/4 topics covered are –

- Personal hygiene
- Recognising ways in which they can look after their own body with self-care
- Identifying and naming main body parts
- Identifying the gender of self and others
- Personal safety
- Concepts around private and public places and parts
- Understanding the physical, social and emotional changes they go through during puberty
- Recognising the importance of family and friends
- Building positive relationships
- Sexual intercourse (Key stage 4)
- Contraception (Key stage 4)

## **Resources**

The most valuable resource is the sensitivity, experience and knowledge of our staff working in partnership with parents.

Information will be given and awareness raised via songs, presentations, pictures, books, puzzles, play, daily routines, PE and, self-help programmes.

Our PSHE/SRE guidelines indicate suitable resources, which we will continue to ensure, are kept relevant and up-to-date. Staff are trained in and requested to adhere to the Guidelines and Golden Rules for "Helping Children to Stay Safe and Able to Protect Themselves" (Staff Handbook - January 2013).

## **Monitoring and Assessment**

Senior Management Team will carry out monitoring and evaluation of the Sex and Relationship Education curriculum and policy. This may include –

- Lesson observations
- Feedback from class teachers about the work covered
- Including Sex and Relationship Education as a regular item at staff and local advisory board meetings.

## **Professional Development for staff**

All staff have access to policies to familiarise themselves with and to refer to if needed. New staff members are also issued with a staff handbook outlining important procedures and mentors explain the Guidelines and Golden Rules for Staying Safe.

Sex and Relationship Education is most effective when taught by teachers who have the necessary subject knowledge and who are able to employ appropriate teaching methods. All staff involved in teaching Sex and Relationship Education should have the opportunity to develop skills, knowledge and confidence in addressing issues with pupils through continuing professional development (CPD).

Staff development may include –

- Team teaching or teachers observing other staff
- Training courses with support to apply learning in the classroom
- In school training sessions carried out by the PSHE coordinator or external agencies

It is important that when any form of CPD is undertaken staff are supported in disseminating the lessons learnt within school. They should also be encouraged to evaluate its impact on teaching and learning.

## **Staff with key responsibilities**

The role of the Senior Management Team in this process:

- To write and monitor the Sex and Relationships policy
- To liaise with Healthy Hillingdon team and other schools where required
- To identify and organise training for staff
- To disseminate information from own training
- Monitor planning and resources
- Develop schemes of work
- Participate in PSHE Certificate of Professional Development

## **Policy development and consultation**

The PSHE curriculum and draft Sex and Relationships Policy are approved by the Director for Schools. The teaching staff were presented with the draft policy and asked for their views.

THE Sex and Relationship Education policy should be read in conjunction with the school's PSHE policy. It follows the guidance of the National Healthy Schools Standards (DFEE, 1999) and DFES Sex and Relationship Education guidance (0116/200)

## **Partnership with parents**

Pentland Field School acknowledges that the Home-School partnership is essential to provide a consistent approach to Sex and Relationship Education. We recognise that parents are the key people in:

- teaching their children about sex and relationships
- helping their children to cope with the emotional and physical aspects of growing up
- preparing their children for the challenges and responsibilities of growing up.

We aim to work together on these tasks so that steps can be taken to address each pupil's individual needs. Parents need to be able to see and agree the policy and have opportunities to discuss the SRE programme. Cultural and religious views will be encouraged and respected. We feel our programme is appropriate to all our children. We are committed to equal opportunities.

## **Right for withdrawal**

The Sex and Relationships Education programme at Pentland Field School will be delivered mainly in a cross-curricular manner via everyday practice. In Key Stage 2/3 we will begin to prepare pupils for puberty and transition in a sensitive and appropriate manner. We will inform parents prior to beginning this work and we will invite discussion with them, allowing them to see the resources we use. We will group pupils carefully and will make appropriate arrangements

to meet specific cultural needs. We recognise parents' rights to withdraw children from all or parts of the Sex and Relationships programme except that covered by the National Curriculum for Science. Any withdrawal needs close discussion with the Head of School.

**Written: April 2013**

**1<sup>st</sup> reviewed: October 2017**

**2<sup>nd</sup> reviewed: May 2018**

**Next review: May 2019**