



The Forest CE Federation

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All things are possible for one who believes' Mark 9 v 23

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Sex & Relationships Education Policy

Reviewed: October 2018

Next Review: October 2019



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Sex and Relationship Education Policy

In this document, sex education is defined as 'learning about physical, moral and emotional development. It is about understanding the importance of stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. Sex education is part of the personal, social and health curriculum in the school. Whilst we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation.

Aims and objectives

We aim to work closely with parents, carers and governors and to create an ethos that will ensure all pupils receive appropriate, accurate and honest answers to their questions about sex and relationship education.

The aim 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.

We teach children about:

- The physical development of their bodies as they grow into adults;
- The way humans reproduce;
- Respect for their own bodies and the importance of sexual activity as part of a committed, long-term and loving relationship;
- The importance of family life;
- Moral questions;
- Relationship issues;
- Respect for the views of other people;
- Sex abuse and what they should do if they are worried about any sexual matters.

Context

We teach sex education in the context of the school's aims and values. While sex education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all our work in school. At our school SRE is supported by the school's wider curriculum for PSHE. In this way we ensure that pupils:

- Receive their sex education in the context of relationships
- Develop confidence in talking, listening and thinking about feelings and relationships



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- Are prepared for the opportunities, responsibilities and experiences of adult life
- Are able to name parts of the body and describe how the body works
- Can protect themselves and ask for help and support

Values Framework

At our school we believe that sex and relationship education is lifelong learning about physical, moral and emotional development.

It has three main elements:

Attitudes and values

Personal and social skills

Knowledge and understanding

The SRE programme reflects the school ethos and demonstrates and encourages the following values:

- Learning the importance of values and individual conscience and moral considerations
- Learning the value of respect, love and care
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision making

The Sex and Relationship Education Programme

The PSHE and Citizenship framework for KS1 and KS2 is developed through four broad themes and makes clear what is appropriate in the early primary years and transition year. The present requirements set out in National Curriculum Science and shown below are delivered through four broad themes and within the context of the National Healthy School Standard to ensure effective provision.

Sex and relationship education is supported by the school's wider curriculum for PSHE, Science and RE and is delivered in a planned and progressive way throughout the school.

The four themes are:

- Developing confidence and responsibility and making the most of pupils abilities
- Preparing to play an active role as citizens
- Developing a healthy, safe lifestyle
- Developing good relationships and respecting differences between people

SRE contributes to the foundation of PSHE and Citizenship by ensuring that all children:

- develop confidence in talking, listening and thinking about feelings and relationships
- are able to name parts of the body and describe how their bodies work
- can protect themselves and ask for help and support
- are prepared for puberty

National Curriculum Science



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Key Stage 1

- That animals including humans, move, feed, grow and use their senses and reproduce.
- To recognise and compare main external parts of the bodies of humans and reproduce.
- That humans and animals can produce offspring and these grow into adults.
- To recognise similarities and differences between themselves and others and treat others with sensitivity.

Key Stage 2

- That the life processes common to humans and other animals include nutrition, growth and reproduction.
- About the main stages of the human life cycle.

The guidelines for teaching in Foundation Stage to Year 5 are clearly set out in the scheme of work. The programme for Year 6 covers:

- Changes in the body related to puberty, such as menstruation and voice breaking
- When these changes are likely to happen and what issues may cause young people anxiety and how they can deal with these
- How a baby is conceived and born

Organisation of SRE in School

The programme for SRE is undertaken by the leadership team and teaching staff. The delivery of the programme will be flexible and a range of teaching methods will be used. These include discussion sessions or circle time, assemblies, topics and planned aspects of science. The programme will be reviewed in light of legislation, DfES guidelines, pupils' responses and changing needs and parental views.

Involvement of Visitors

The school nurse and or the SRE adviser are the only visitors who will deliver this programme and they will be supported by class teachers. They are aware of government, LEA and school guidelines for teaching this subject.

Specific Classroom Arrangement

Sex and relationship education is usually delivered in mixed gender groups however, there may be occasions where single gender groups are more appropriate and relevant.

Specific Issues

- **Parental consultation**
The school informs parents when aspects of the sex and relationship education programme are taught. Parents have the right to withdraw their child from those aspects of sex and relationship education not included in the National Curriculum Science Orders, alternative work would be set.



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- **Child Protection / Confidentiality**

Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Designated Safeguarding Lead who is the Headteacher or in their absence the Assistant Headteachers who are also Safeguarding Leads. The school will in this instance follow the Schools Safeguarding and Child Protection Policy.

- **Dealing with difficult questions**

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Teachers will endeavour to answer questions as honestly as possible.

- **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.

Monitoring and Evaluation

Monitoring is the responsibility of the headteacher, named governor and SRE co-ordinator. The practical application of this policy will be reviewed annually or when the need arises.