



# Sex and Relationship Education Policy

This Policy was adopted by

The Sandhill Trust Board on 24<sup>th</sup> February 2016

Review Date: January 2018

Signed:

Chair

## **Introduction**

Sex and Relationship Education is defined by DfE guidance document 'Sex and Relationship Education Guidance' (DfEE0116.200) as 'A Lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for 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-this would be inappropriate teaching.'

The Sandhill Trust upholds this definition and in addition recognises that young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them and sensitive to their needs. Teachers will deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Since the Marriage (same sex couples) Act 2013 we acknowledge that our pupils may be affected by same sex couple marriages and will offer support and sensitivity around such matters. There will be no direct promotion of sexual orientation.

## **Aims and Objectives**

We teach our children about attitudes and values towards sex and relationships;

- learning the importance of values and individual conscience and moral considerations
- learning the value of family life, marriage, and stable and loving relationships for the nurturing of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas; and
- developing critical thinking as part of decision making.

We teach our children about personal and social skills around sex and relationships;

- learning to manage emotions and relationship confidently and sensitively;
- developing self-respect and empathy for other;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequence of choices made;
- manage conflict; and
- learning how to recognise and avoid exploitation and abuse.

We teach our children knowledge and understanding about sex and relationships;

- learning and understanding physical development as they grow into adults;
- understanding human sexuality, reproduction, sexual health, emotions and relationship;
- learning about sexual health and contraception.

## **Context for learning**

We teach sex and relationship education in the context of the Trust's aims and values. While sex and relationship education across the trust means that we give our children information about sexual behaviour, we do this with an awareness of the moral code, values and vision, which underpins all our work. In particular we teach sex and relationship education in the belief that;

- it should be taught in the context of a stable, loving relationship;
- is part of a wider social, personal, spiritual and moral education process;
- children should be taught to have respect for their own and others bodies;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect;
- children need to learn the importance of self –control; and
- children feel confident to ask questions or discuss their worries about sexual matters.

We teach about sex and relationships through different aspects of our curriculum. Our PSHE curriculum is the main area in which we address sex and relationship education, other areas include science and PE which contribute significantly to a child's knowledge and understanding of his or her body, and how it is changing and developing.

### **Sex and Relationship Education as part of our PHSE Curriculum**

Our Sex and Relationship teaching is largely based on the Barnsley Primary Sex and Relationship Education Resource , A resource for Key Stage 1 and 2 produced by the South West Yorkshire Partnership NHS Foundation Trust.

In Foundation Stage children have the opportunity to learn:

- The importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.
- How to manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
- To play co-operatively, taking turns with others.
- To take account of one another's ideas about how to organise their activity.
- To show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

In Key Stage 1 children have the opportunity to learn:

- The importance of and how to maintain personal hygiene.
- How diseases are spread and can be controlled and the responsibilities they have for their own health and that of others.
- About the process of growing from young to old and how people's needs change
- About growing and changes and new opportunities that increase independence may bring
- The names for the main parts of the body (including external genitalia)
- The similarities between boys and girls
- Rules for ways of keeping physically and emotionally safe (including road safety, safety in the environment, safely online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets).
- To recognise that they share a responsibility for keeping themselves and others safe, when to say 'yes', 'no', 'I'll ask' and 'I'll tell'.
- The difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises.
- To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including to tell and how to tell them).
- To identify and respect the differences and similarities between people.
- To identify their special people (family, friends, carers), what make them special and how special people should care for one another.

In Key Stage 2 children have the opportunity to learn:

- That bacteria and viruses can affect health and that following simple routines can reduce their spread.
- How their body will change as they approach and move through puberty.
- About human Reproduction.
- That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources including people they know and the media.

- To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes the uncomfortable anxious or that they believe is wrong.
- Strategies for keeping physically and emotionally safe including road safety, safe in the environment and safe online( including social media, the responsible use of ICT and mobile phones).
- About human reproduction.
- To recognise how images in the media do not always reflect reality and can affect how people feel about themselves.
- To recognise ways in which a relationship can be unhealthy and who to talk to if they need support.
- To be aware of different types of relationship, including those between friends and families, marriage, civil partnerships and same sex marriage.
- To judge what kind of physical contact is acceptable or unacceptable and how to respond
- The concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.
- That difference between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, gender, identity, sexual orientation, and disability.
- To recognise and challenge stereotypes.
- To recognise and respond appropriately to a wider range of feelings in others.
- To listen and respond respectfully to wide range of people, to feel confident to raise their own concerns to recognise and care about other people's feelings and to try to see respect and if necessary constructively challenge their point of view.

#### **Key Messages that we deliver throughout our curriculum**

- Change is normal. Your body will grow and it needs looking after.
- Some parts of your body are private. You can say NO to touches you don't feel comfortable with.
- Everyone is different and that's ok.
- You can feel comfortable in liking whatever interests you, whether you are a girl or a boy.
- Everyone's family is different.
- You have the right to feel safe.
- You can ask for help and feel confident someone will listen to you.
- You have the right to say no.
- You have the right to give your opinion and be listened to.

The Barnsley Primary Sex and Relationship Education Resource provide further resource lists with suggested reading, teaching ideas, support material including text and videos to be used to support the teaching of sex and relationship education.

#### **Parents**

The Trust is well aware that the primary role in children's sex education lies with parents and carers. We endeavour to build a positive and supporting relationship with our parents through mutual understanding, trust and co-operation. We Will;

- inform parents about our sex education policy and practice;
- invite parent to view support materials including videos that we intend to use in our sex education lessons;
  - answer any question that parents may have about the sex education of their child; and

- take seriously any issue that parents raise with teachers or directors about this policy or the arrangement for the teaching of sex and relationship education across the Trust.

### **Parents' right to withdraw**

Parents have the right to withdraw their child from all or part of the sex and relationship programme that we teach in our school. Parents will be well informed about the content of up and coming lessons and invited in to view content including videos. If a parent wishes their child to be withdrawn from sex education lessons they will complete the opt out slip, which will be sent home when appropriate, and discuss this with the Head of school, making clear which aspects of the programme they do not wish their child to participate in. The school always complies with the parents' wishes in this regard.

### **The role of members of the community**

We encourage valued members of the community to work with us to provide advice and support to the children with regards to health education. In particular, members of the local health authority, such as the school nurse give us valuable support with our sex education programme.

### **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 sexually activity, then the teacher will take the matter seriously and deal with it as a child protection issue. Teachers will respond in a similar way if a child indicates that they have been the victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency following protocols laid down in the Safeguarding and Child Protection Policy. If a teacher has concerns, they will draw their concerns to the attention of the Safeguarding Lead. The Safeguarding Lead will then deal with the matter in consultation with the relevant professionals.

### **The role of the Head of School**

It is the responsibility of the Head of school to ensure that both staff and parents are informed about our Sex and Relationship Policy, and that the policy is implemented effectively. It is also the Head of schools responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

### **Guidance**

In addition to the DfE guidance document 'Sex and Relationship Education Guidance' (DfEE0116.2000) the House of Commons Briefing Paper Sex and Relationship Education in Schools (HoC 06103 Jan 2016) has also been consulted.

The Policy will be monitored by the Executive Head Teacher, Directors and Heads of School to ensure compliance and its successful implementation.

Reviewed by the Trust: January 2016 Signed:

Chair

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