



Robertswood School

Sex and Relationship Policy

Sex and Relationships Policy Introduction

- Sex and Relationships Education (SRE) allows children to learn about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. The learning and teaching of SRE should equip children with the information, skills and values necessary to keep themselves safe and develop fulfilling and enjoyable relationships and to be able to take responsibility for their sexual health and well-being as adults.
- SRE makes strong links with the PSHE units that are taught every half term.
- The learning and teaching of SRE fits within the broader context of the school's responsibility for the provision of spiritual, moral, social and cultural education.
- SRE provides children with the opportunity to learn about aspects of sex and relationships that they might be too embarrassed to ask or talk about and to address any misconceptions they may have, for example from family, friends, the community or the media.

Aims

General

To ensure all staff, children, parents/carers and Governors are aware of the aims for learning and teaching Sex and Relationships at Robertswood and that these are consistently applied.

School Staff

- To promote a confident, positive attitude towards the learning and teaching of SRE in broader and curriculum based aspects.
- To promote confidence and competence in the teaching of SRE.
- To promote the ability to discuss potentially embarrassing issues in a mature, non-judgmental and sensitive manner.
- To promote speaking and listening skills through discussion about feelings and relationships, introducing and utilising appropriate vocabulary.
- To promote the importance of positive relationships with family, friends and partners.
- To provide opportunities to discuss the children's thoughts and feelings in a safe, non-judgmental environment.

Children

- To develop the ability to keep themselves safe and healthy through an understanding of what constitutes appropriate behaviours in relation to aspects covered within SRE learning.
- To develop an understanding of the nature of relationships.
- To develop an understanding of the names and functions of parts of the body (identified in the PSHE Scheme of Work.)
- To develop an awareness of changes in the body during puberty.
- To develop self-confidence.
- To develop a greater understanding of how to lead a healthy lifestyle.
- To develop an understanding of self-respect and respecting others.
- To develop respect for their own and others' sexuality.
- To develop the ability to talk about their thoughts and feelings confidently.
- To develop the ability to listen to the thoughts and feelings of others in a respectful and non-judgmental way.
- To develop the skills to discuss moral issues in a constructive way.
- To develop knowledge of sexual health (including how to prevent the spread of infection.)
- To develop an understanding of what constitutes sexual abuse/exploitation and where to seek advice if they are worried about any sexual matters.

Parents and Carers

- To be understanding and supportive of our aims in learning and teaching SRE.
- To attend and contribute to Parent Consultation Meetings.
- To support their children with their learning of SRE through further discussion at home.
- To communicate and work with the school whenever further support is needed to develop their children's SRE understanding.
- To attend a session at school to find out what their children will be learning, what resources will be used and to have the opportunity to discuss any concerns with the Head Teacher, SRE Subject Leader or Class Teacher.

Governors

1. To appoint a designated link governor who will:
 - meet with the curriculum Subject Leader at least once a year to find out about:
 - a) the school's systems for planning work, supporting staff and monitoring progress;
 - b) the allocation, use and adequacy of resources;
 - c) how the standards of achievement are changing over time.
 - Visit School and talk to pupils about their experiences of the curriculum area.
 - Promote and support the positive involvement of parents in the curriculum area.
 - Attend training and other events relating to the particular curriculum area.
 - Report jointly with the Subject Leader
 - a) for the School Prospectus;
 - b) to the governing body with recommendations, if appropriate, once a year.
2. To be understanding and supportive of our aims in learning and teaching SRE and review the SRE Policy annually.

Implementation of the Sex and Relationships Policy

1. Teaching SRE units

- SRE units will be taught as part of the PSHE scheme of work from Foundation Stage up to and including Year 6.
- A progression of lessons for each unit will be taught over a week of afternoon following on from the PSHE curriculum. The lessons that are taught throughout the week will relate to the SEAL topic and combine both SRE and PSHE Learning Objectives to help the children make links between similar themes.

2. Class Teachers

- All teachers have a responsibility to deliver sex and relationship education based on the guidance of coverage as stated in the National Curriculum.

3. Subject Leader

- The SRE Subject Leader has a responsibility to implement and monitor adherence to policy. Year groups should plan together to ensure continuity and progression in sex and relationship education.

4. Sexuality

- Section 28 of the 1988 Local Government Act, which made it an offence for a local authority to 'promote homosexuality as a pretended family relationship' has been removed from the Act (Sep 2003). Although this section did not apply to schools, many staff in schools were confused about its meaning and implications. Now that the section does not appear in the Act, staff should feel less concerned. When talking about sexual orientation, the issue is neither one of pro-or anti- homosexuality nor of pro-or anti- heterosexuality. It is rather one of developing understanding and supporting all young people's sexuality.

5. Disclosures

- If any child should disclose any sensitive information to a member of staff, the member of staff should contact the Designated Safeguarding Lead immediately and record the information on the child's file.

6. Co-educational lessons
 - Boys and girls should be educated together for SRE lessons but where teachers feel necessary, especially in Years 5 and 6, they should be taught in separate gender groups to give girls and boys the opportunity to explore their own feelings around their bodily changes.
7. Children's questions
 - When children ask questions concerning sexual matters, members of staff will answer that question in a professional manner, giving the appropriate information for the child involved. Members of staff will answer questions in a clear and simple fashion and will speak to parents/carers if appropriate. Children will also be encouraged to discuss such issues with their parents/carers.
8. Resources
 - In order to address the issue of body image in children and young people, the resources used in both SRE and PSHE lessons will reflect a realistic picture of the wider community.
9. Parents/Carers
 - The School aims to involve parents/carers in their children's learning as much as possible and as such informs them regularly of the content of their child's SRE learning (online at the School's website www.robertswood.org). Parents/carers can choose to withdraw their child from PSHE lessons where SRE content is being delivered (please see section 10 below).
 - Parents/carers have the opportunity to meet with child's class/set teachers by speaking to them briefly before or after school, making an appointment to meet with them for a longer conversation, through Parent Consultation Meetings (twice a year) and also receive an annual report at the end of the Summer term which may mention aspects of SRE.
 - Parents/carers are encouraged to support their children with homework and to attend Parent Consultation Meetings.
10. Withdrawal from SRE
 - A child cannot be withdrawn from sex education where it is taught in the Science National Curriculum, therefore children who are withdrawn from PHSCE lessons will still receive biological information but will not be taught in the context of relationships. In the instance that the right to withdraw is exercised, parents/carers should be aware that SRE could arise naturally from class discussion. If a parent wishes to withdraw their child from SRE this needs to be done in writing to the Head Teacher. All parents are invited to discuss the Scheme of Work with the Class Teacher and/or watch the videos that are used for teaching SRE prior to the sessions being taught.

The Sex and Relationships Lesson: Good Practice

1. The Learning and Teaching Policy
 - The Learning and Teaching Policy identifies the aims, principles and strategies for promoting effective learning and teaching at Robertswood Primary School. These apply to learning and teaching in SRE as well as every other curriculum subject area.
2. Sex and Relationships Lesson
 - Within each SRE session there will be the following elements;
 - a) a clear Learning Objective with focused Success Criteria which are used by both the teacher and the children to assess the lesson's work;
 - b) an element of English which is included in the Success Criteria for the lesson and is well modelled by the teacher; e.g. the use of speaking frames to encourage the children to respond appropriately in full sentences.
 - c) a focus on the beliefs and knowledge that the children bring to the lesson with the opportunity to hear each others' opinions and reflect on them;
 - d) the opportunity to ask questions and discuss issues raised by the children;
 - e) a plenary or series of mini plenaries used throughout the lesson to reinforce the Learning Objective, address misconceptions, refer back to the Success Criteria or to move the children's learning on further;
 - f) the provision of a safe learning environment which promotes open and non-judgmental discussion.

3. Sex and Relationships across the Curriculum

- Literacy: SRE lessons will help to develop speaking and listening skills; promote constructive discussions and the formation of balanced arguments; labelling diagrams with suitable vocabulary; reading texts relating to the theme and making notes on video clips and texts.
- Mathematics: SRE involves applying knowledge of different mathematical aspects to some of the scientific work e.g. measuring heart rate (time); how people grow (height and weight) and balanced meals (portion sizes linked to pie charts) etc.
- Science: SRE teaches the key learning objectives from the science curriculum regarding growth, development, the human body, health, drugs and reproduction.
- Computing: SRE incorporates different computing skills into it by using Internet search engines for research and creating presentations using programs such as Microsoft PowerPoint.
- RE: SRE lessons will allow children to discuss their own knowledge and beliefs and share information about their own ways of life.
- SEAL: SRE is closely linked to the half-termly SEAL themes to reinforce the teaching and learning of both subject areas and to help the children make links between them.
- PSHE: SRE is combined with PSHE lessons to help children develop into confident, self-assured young people who have the necessary knowledge and life skills to look after themselves.
- PE: SRE along with PSHE teaches children of the importance of regular exercise as part of a healthy lifestyle.
- Art: SRE content may well match with content being covered in Art lessons e.g. self portraits, families etc

Assessment, Record Keeping and Reporting (please refer to the School's Assessment and Teaching and Learning Policies)

- Part of the assessment of each SRE unit will be undertaken by class teachers who will decide whether or not each child has met their intended Learning Objectives.
- Interviews with both teachers and pupils led by the SRE Subject Leader will indicate the effectiveness of the units taught, what was positive about the experience and what could be improved.
- SRE can be assessed through quizzes, portfolios and observation.

Inclusion

Inclusion is about every child having educational needs that are special and the School meeting these diverse needs in order to ensure the active participation and progress of all children in their learning.

- Successful inclusive provision at Robertswood is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils. It is in this way that we will turn the rhetoric into reality.
- Inclusive practice in SRE should enable all children to achieve their best possible understanding of the content; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation or progress in their learning.

Monitoring and Review

- The Head teacher and Senior Leadership Team will monitor the effectiveness of this policy on a regular basis and make recommendations for further improvements.

Agreed by

Curriculum Committee:

Date:

Signed by

the Chair of Governors

Date:

Next review – October 2018