

Sex and Relationships Policy



ENFIELD
LEARNING TRUST
BE INCLUDED

Version and Date		Action/Notes	Date Written	Date to be Reviewed
1.0		Approved by Board of trustees	November 2016	2 Years - 2018

This policy should be read in conjunction with the Teaching and Learning Statement in addition to the policies for Inclusion and Safeguarding.

Definition

According to the Sex and Relationship Education Guidance (DfE 0116/2000) SRE is *'lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships.'*

Aims

This Sex and Relationships Education (SRE) Policy aims to 'explore attitudes and values with children about relationships, emotions, self-esteem and personal safety.' Children will develop skills in order to make positive decisions about their health related behaviour. During SRE children will 'develop personal and social skills and a positive attitude to growing up'.

A carefully formulated programme for SRE is crucial if we are to prepare children to learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. The school aims to promote an atmosphere that allows questioning where questions raised will be answered accurately and with sensitivity.

We believe that appropriate education about sex and relationships will:

- Help our children gain self-confidence, develop self-esteem and self-discipline
- Help our children develop good relationships with one another and with adults
- Encourage respect for one another's individual thinking and attitudes
- Encourage good manners and politeness.

These aims are fulfilled by teaching and learning in both the taught and the informal curriculum. We deliver the taught curriculum mainly through PSHE, Science, Spiritual, Moral, Social and Cultural (SMSC), and English education, but other opportunities to reinforce learning will occur in other parts of the teaching programme.

Moral and Values Framework

The sex and relationships education programme reflects the school ethos and British Values and encourages the following:

- Respect for self and others

- Development of self awareness and resilience for themselves and for others
- Compassion, forgiveness and care when people do not conform to their way of life
- An acknowledgement and understanding of diversity regarding religion and culture

The sex education elements contained in the National Curriculum science orders are mandatory for all pupils of primary and secondary age, and in primary school covers anatomy, puberty and biological aspects of sexual reproduction.

The Learning and Skills Act (2000) requires that young people

- learn about the nature of marriage and its importance for family life and the bringing up of children
- are protected from teaching and materials which are inappropriate, having regard to the age and the religious and cultural background of the pupils concerned

At The Enfield Learning Trust we aim to provide a holistic education for all children. Every pupil will receive their full entitlement to SRE regardless of their educational ability, gender, race, disability, sexual orientation, ethnicity or faith. We aim to support children in their emotional, cultural and social, as well as academic development.

Objectives

The school provides a graduated, age-appropriate SRE programme which emphasises the social and emotional aspects of relationships. The SRE Policy supports the development of our pupils by teaching them about changes in their body and relationships. Children can expect to be taught the names and functions of external body parts, and be informed about puberty before it begins. This is taught as part of a Personal, Social and Health Education (PHSE) programme (see Appendix 1) which may also include subjects such as citizenship and drug and alcohol awareness, personal hygiene and safety.

of Teaching and Learning of SRE

SRE is important because:-

- it is a body of knowledge essential to children's wellbeing and understanding of self and relationships
- it prepares children for puberty
- provides children with access to correct information about their bodies and those of the opposite sex
- develops children's acceptable vocabulary for communication about their bodies
- builds positive attitudes

- provides children with knowledge about the process of human reproduction
- enables children to acquire skills and attitudes about loving and stable relationships
- provides the opportunity for children to understand personal safety and hygiene

How it is taught

- SRE will be delivered through themes and topics as identified in the school's Science, PSHE, SMSC, Citizenship and RE curriculum. Some may be discrete units or lessons.
- Work will be covered with individuals, groups or whole class as planned by the class teacher.
- Aspects of SRE will be delivered by the class teacher but the school nurse and/or other invited visitors may be used for aspects of SRE.
- Puberty education will be introduced in Year 4, and in Year 5 and 6 and for some lessons boys and girls may be taught separately. Opportunities will be arranged for single sex question sessions to enable children to ask questions without embarrassment or anxiety.
- The school will use the will use the Enfield PHSE framework following materials from Channel 4 'Living and Growing' DVD, and 'The SRE programme and Teaching SRE with Confidence in Primary Schools' (The Christopher Winter Project)

Monitoring:

This policy is the responsibility of the Associate Headteacher and the local Governing Board, and monitored by the Senior Leadership Team member for PHSE at each School. It will be reviewed bi-annually.

Appendix 2

Answering Children' Questions

Questions should only be invited from the children in the context of work they have been involved in - i.e. watching a video, part of a topic.

Children should be encouraged not to use "slang" or "family" names and terms. The teacher should always use correct biological terminology. This may mean that a teacher has to interpret/reword a question before reading it out and answering it.

Where a question is deemed inappropriate either because it is not connected to the subject matter being dealt with or because it goes beyond the scope of the school sex education policy/ age/ stage of development of the pupils, the teacher must either decide to:

- leave those questions to the end and invite children who have not had their questions answered to speak to the teacher on their own
- explain that they are only answering questions on a particular topic. In either case the most appropriate action may be for the teacher to suggest that the child asks his/ her parents.

Where a child asks a question about sex, out of the context of sex education lessons or a related topic the teacher should speak to the child individually to try to ascertain what has prompted the question e.g. "Why did you want to know that?" The teacher can then respond in one of the ways suggested above.

Use of Visitors or other Agencies

There are various people who can resource and support school based sex and relationship education. These people may include the school nurse and other health professionals. A teacher will always remain in the classroom when a visitor is present.

Working with Parents

In Year 5 and Year 6 a letter will be sent to parents/carers to inform them of plans to begin a Sex Education unit of work in the term it is due to be taught. This letter will give a summary of the studies to be undertaken and give the parents an opportunity to withdraw their child from these lessons. A screening to parents of the DVD that will be shown to pupils may be organised prior to the teaching taking place.


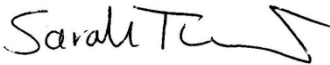
Under the Education Act 1996 pupils can be withdrawn by their parents from the part of sex education that is outside the compulsory elements of sex education contained in the science national curriculum.

Parents wanting to exercise the right are invited to see the Associate Headteacher who will explore the concerns of parents and the possibilities of adjusting the programme or approach and will discuss any impact that withdrawal may have on the child.

Following this discussion, if a **parent still wishes to withdraw the child we would ask that the request be submitted in writing**. Once a child has been withdrawn they cannot take part in sex and relationships education until the request for withdrawal has been removed. This will be reviewed with the parents each year.

Confidentiality

As a general rule a child's confidentiality will be maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he is to talk to the designated teacher for child protection who may confer with the Associate Headteacher/Head of School before any decision is made. The child concerned will be informed that confidentiality is being breached and the reasons why. This follows the Trust and the London Borough of Enfield's child protection procedures.

Signature of Chair of Trustees: 	Signature of Executive Headteacher/ CEO: 
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