



Sex and Relationships Policy

September 2019

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1. Introduction:

“Sex and Relationships Education is lifelong learning about physical, moral and emotional development. It is about understanding the importance of... stable and loving relationships, respect, love and care.” (DFE July 2000)

This policy covers our school’s approach to Sex and Relationships education. It was produced by the Head teacher and PSHE coordinator through consultation with Governors and Stakeholders. It will be reviewed annually.

2. Involvement of Parents and Carers:

We believe that parents and carers are partners in their children’s learning and that Sex and Relationships Education in school should complement teaching at home. We will ensure that parents are fully informed about the scheme of work we follow and that their views are heard. Parents and Carers are invited in by class teachers to see the resources that will be used and the teaching sequence that will be followed.

Parents are informed about the Policy and where they can access a copy in a parent’s guide leaflet about Sex and Relationships Education. They are able to access the policy on the school’s website and a hard copy is available in the office.

Parents have the right to withdraw their children from “any and every aspect of sex education that is not taught as part of the statutory curriculum”. In the event of children being withdrawn they will be accommodated elsewhere within the school unless the Parent or Carer expresses a preference to take them home.

3. Our aims and objectives:

At Denton Community Primary School and Nursery we believe that our ability to make and maintain happy, positive and productive relationships is part of what makes us human and is fundamental to a caring and supportive society. We maintain that Sex and Relationships Education enables children to understand themselves and to respect and care for others. We aim to deliver a curriculum which gradually and appropriately prepares children for the physical and emotional changes they will encounter as they grow into mature and responsible adults.

There are three main elements to our SRE programme:

Developing positive attitudes and values: To understand that there are different types of relationships and different types of family unit. To make healthy choices.

Gaining knowledge and understanding: To understand the physical and emotional changes they will encounter as they grow up. To understand the differences between males and females, to recognise and name the parts of the body

Extending our personal and social skills: To respect themselves and each other, to develop confidence and self-esteem, to be assertive and to develop good practices in terms of health and hygiene.

We follow a carefully planned scheme of work which develops gradually and appropriately across the school. We undertake our Sex and Relationships work in Term 6 in order to allow teachers to really get to know their class and to respond to their individual needs when planning their lessons.

A copy of the scheme of work we use can be found attached to this policy (Appendix 1)

4. Policy and Practice:

The programme will be led by the PSHE coordinator and will be taught by class teachers.

It will be taught through a range of teaching methods and resources which include: videos, games, books, work sheets and circle times (a full resource list can be found appendix 2).

Questions from pupils are a fundamental part of the SRE programme. Class teachers will have question boxes available and will consider children's questions before answering them. Teachers will take into account the children's prior learning and their readiness before answering questions. Questions will be valued and teachers may want to consult with colleagues before giving an answer to a question. In this case a response such as "that's a really interesting question and I need a little time because I want to give you a good answer" may be appropriate. If a question raises safeguarding issues then the member of staff must escalate it to the designated Child Protection lead.

Children will be taught SRE in both mixed gender and single sex groups.

Visitors should complement but never substitute planned provision. When appropriate, visitors such as the school nurse may be involved in the delivery of sex and relationships education.

If we have any reason to believe a pupil is at risk we are required to escalate the concern to the designated Child Protection person. A member of staff cannot promise confidentiality if concerns exist.

5. Roles and responsibilities:

The Governing Body will:

Review this policy annually

The Head Teacher will:

Review this policy annually

Monitor SRE teaching across the school

The PSHE coordinator will:

Review the SRE policy annually

Keep up to date with current legislation, resources and training and cascade this to staff.

Keep the SRE resources well maintained and replenished.

Teaching Staff and Support staff will:

Fully implement the school's safeguarding policy and escalate any concerns to the designated lead for child protection.

Provide a programme of lessons which reflects this policy and the agreed scheme of work.

Provide Parents with an opportunity to review lesson content and the resources which will be used.

6. Monitoring and evaluation:

Monitoring is the responsibility of the Head Teacher, named Governor and PSHE coordinator. The PSHE coordinator will review the scheme of work with staff and will ensure that staff feedback is taken into account. The PSHE coordinator will report annually to the Head Teacher regarding the Scheme of Work and its implementation. The PSHE coordinator will also undertake Pupil Voice consultations to canvas the opinion of the students.