



**Sutton Benger C of E VA Primary School**  
**Policy for Sex and Relationships Education (SRE)**

## **1 Introduction**

**1.1** At Sutton Benger School, Sex and Relationships is mainly taught within the Science and PSHE and Citizenship framework. Where possible these subjects are integrated within other topic areas and links have been made where appropriate. Some areas will be taught discretely. The school adopts a whole school approach, which ensures continuity and progression. We have based our school's sex education policy on the DfEE guidance document Sex and Relationship Education Guidance (ref DfEE 0116/2000). In this document, sex education is defined as 'learning about physical, moral and emotional development. It is about understanding 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'. Sex education is part of the personal, social and health education curriculum in our school. While 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.

## **2 Aims and objectives**

**2.1** 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;
- sexual abuse and what they should do if they are worried about any sexual matters.

**2.2** We ensure that all children:

- develop confidence in talking, listening and thinking about feelings and relationships;
- develop their self esteem and sense of responsibility;
- are able to describe their body parts and describe how their body works;
- can protect themselves and ask for help and support;
- are prepared for puberty.

### **3 Moral and Values Framework**

**3.1** The objective of sex and relationships education is to support young people through their physical, emotional and moral development. SRE will promote the spiritual, moral, cultural, social and physical development of pupils in our school and prepare them for the opportunities, responsibilities and experiences of adult life. Pupils will be encouraged to talk openly and their questions answered appropriately and honestly in a way that respects diversity of cultures and family forms.

### **4 Organisation of SRE**

**4.1** All teachers are responsible for the teaching of SRE. They will use a variety of teaching methods, including establishing ground rules, using a range of teaching techniques, being able to deal with unexpected questions, using relevant resources and encouraging reflection. To help us deliver the SRE curriculum, we are going to use additional material produced by Salisbury and Bristol Diocese called "Love and Sex Matters" which develops SRE within the context of our Christian values.

**4.2** Other professionals (e.g. the school nurse) will be involved when it is deemed appropriate.

**4.3** Classes will be organised in class groups or single or mixed sex groups, depending on the nature of the area being taught.

### **5 Special Educational Needs**

**5.1** Pupils with special educational needs are included in SRE. Where appropriate the content and delivery of the curriculum will be modified to meet individual needs. Parents and carers are consulted in the development of SRE.

### **6 Foundation Stage**

**6.1** In the Foundation Stage, education about relationships will be taught through the EYFS and will focus on the areas of friendship, bullying and the building of self esteem.

### **7 Resources**

**7.1** Appropriate resources have been selected that:

- conform to the legal requirements of SRE;
- are appealing to the audience and are age appropriate;
- are appropriate to the needs of the pupils in terms of language, images, attitudes, maturity and understanding;
- avoid racism, sexism, gender and homophobic stereotyping;
- are factually correct and up-to-date.

## **8 Confidentiality**

- 8.1** Teachers may at times be party to sensitive information about pupils, some of this perhaps relating to illegal activity. All staff will be clear about the rules of confidentiality and reporting;
- information about pupils should not be passed on indiscriminately;
  - teachers should not offer pupils unconditional confidentiality;
  - information about behaviour that is likely to cause harm to pupils or to others must be dealt with in line with the school's Child Protection procedure and passed to the designated member of staff with responsibility for Child Protection or the Head teacher;
  - teachers will make it clear to pupils that some information may need to be passed on in the pupil's best interests and that they will be informed if this is necessary;
  - in the case of illegal activity. Action will be taken in the best interests of the pupil, according to the agreed Child Protection procedures;
  - teachers are not obliged to pass on information about pupils to their parents;
  - if the teacher believes the pupil is at moral or physical risk or in breach of the law, they will fulfil their duty to ensure the pupil is aware of the risks and encourage them to seek support from their parents where appropriate;
  - external agencies working with pupils will be made aware of, and required to abide by, the confidentiality rule.
- 8.2** Teachers will explain and reinforce the need for ground rules in lessons to protect pupils from making inappropriate personal disclosures.

## **9 The Role of Parents**

- 9.1** The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:
- inform parents about the school's sex education policy and practice;
  - answer any questions that parents may have about the sex education of their child;
  - take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;
  - encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
  - inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.
- 9.2** Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the head teacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school will comply with the wishes of parents in this regard.

## **10 Using Outside Visitors**

**10.1** The school uses outside visitors where appropriate to help support the SRE programme. These visitors may include LEA advisors, the school nurse, hospital play teams, theatre groups etc. Visitors will be made aware of:

- their purpose and role within the school's programme;
- the boundaries of their input;
- the schools SRE policy, confidentiality guidelines and the planned SRE programme;
- the need to plan and agree work with the teacher and identify learning outcomes;
- explicit lines of accountability between the visitor and the school.

## **11 Monitoring and review**

**11.1** This policy will be made accessible to governors, staff, parents and appropriate outside agencies.

**11.2** The policy will be monitored by the PSHE subject leader, the foundation governors and the Head.

**Reviewed:** October2017

**By:** J Kelsey