



SEX & RELATIONSHIP EDUCATION POLICY

Policy Adopted on:- 09.01.18

Approved by:- PPS Committee

Date of Review:- 09.01.19

Signed:-

Introduction

The Seva School is a new all through school and is a member of the Sevak Education Trust.

Sex and Relationship Education (SRE) is an important element in promoting the well-being and development of our children. The Department for Education (DfE) states that all maintained schools must have a SRE policy which must be shared with parents.

While this school is independent, the Governing Body recognises the importance of this area and proposes to adopt these measures for this school too.

- Sex and relationship education is lifelong learning about physical, moral and emotional development
- It is about the understanding of the importance of loving and caring relationships
- It is about the teaching of sex, sexuality and sexual health and
- It is an important element of our work in safeguarding and promoting the welfare of children in our school (Section 175/157 Education Act 2002)

Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age.

Moral and Values Framework

Sex and relationship education will reflect the values of our #PSHE and Citizenship programmes, SRE will be taught in the context of relationships. In addition, SRE will promote self-esteem and emotional health and well-being and help pupils/students to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

Aims and Objectives for Sex and Relationship Education

The aim of SRE is to provide children with age-appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. This should take place with consideration of the qualities of relationships within families.

The objectives of sex and relationship education are:-

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self-esteem and confidence, especially in their relationships with others
- To help pupils to understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives
- To help pupils' develop skills (language, decision-making, choice, assertiveness) and to make the most of their abilities
- To provide them with confidence to be participating members of society and to value themselves and others
- To help pupils to gain access to information and support
- To develop skills for a healthier and safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies and those of others
- To prepare pupils for puberty and adulthood

SRE Programme at Seva School

Every child is entitled to receive SRE, regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language or special needs; including those who are disadvantaged and/or looked after children.

It is our belief that the great crime of child abuse is that of theft; stealing a child's childhood. We believe that it is important not to steal any child's innocence and so it is our intention that all children have the opportunity to experience a programme of sex and relationship education at a level which is appropriate for their age and physical development with differentiated provision if required.

At Seva School, our SRE programme will follow the outline given below:-

Foundation Children learn about the concept of 'male' and 'female' and about young animals. In PSHE work, they develop skills to form friendships and think about their relationships with others.

Key Stage 1 – Through their participation in science, children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health.

In RE and Citizenship, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions and talk about the emotions involved.

They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

Key Stage 2 – Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene.

In RE and Citizenship, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship.

Most importantly:-

- They develop skills needed to form relationships and to respect other people's emotions and feelings
- They consider how to make simple choices and exercise some basic techniques for resisting pressures
- Sex and relationship education will focus on the development of skills and attitudes, not just the acquisition of knowledge

This content has been agreed in consultation with governors, parents and teaching staff.

The organisation of sex and relationship education

The Head Teacher is the school's sex and relationship education coordinator.

Sex and relationship education:-

- Is delivered through science, RE, PSHE, Citizenship, literacy activities and circle time
- Is usually delivered in mixed gender groups however, there may be occasions where single-gender groups are more appropriate and relevant
- Is taught by classroom teachers, teaching assistants and if appropriate, suitably-checked outside visitors such as the school nurse

A range of teaching methods which involve children's full participation are used. These include use of video, discussion, looking at case studies, drama and role-play.

Parental Consultation

In recognition of the importance of parents and carers as children's first educators and in their continuing education and development, the school works closely with parents to ensure they are both comfortable with, and confident in supporting the SRE programme at Seva School.

The school includes information on SRE in the school prospectus and full details are available on request.

The school informs parents when aspects of the SRE programme are taught and provides opportunities for parents to view the videos and resources being used in advance of lessons.

Parents have the right to withdraw their children from those aspects of sex and relationship education not included in the National Curriculum Science Orders. A written note will be required and the school will set alternative work during this time. This is a rare event, as most parents and carers recognise the importance of this aspect of their child's education.

Child Protection/Confidentiality

All teachers participate in professional development and continuing training in this important area of the school's curriculum. Teachers are aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

In such an event, the teacher will inform the Head Teacher or other designated Safeguarding Lead, in line with Coventry LSCB's procedures for child protection. School staff cannot promise confidentiality if concerns exist.

Dealing with difficult questions

Teachers set out clear 'ground rules' to provide an agreed structure to answering sensitive or difficult questions. This framework will make use of an anonymous question box as a distancing technique for children to ask difficult questions if necessary. Teachers endeavour to answer questions as honestly as possible, but if faced with a question they do not feel comfortable answering within the classroom, provision will be made to meet the individual child's needs.

NB – In response to our code of safer practice, teachers are expected only to engage in discussions about sex and relationships within the curriculum context and to avoid spontaneous discussions in any situation that might lead to misinterpretation of their actions or words. If a conversation has occurred that might cause concern or might be misinterpreted, teachers or other staff are expected to raise this with the Head Teacher at the earliest opportunity.

SRE issues will be included in the induction programme for all new members of staff.

Use of Visitors

While our teachers teach the majority of our SRE programme, the school seeks to make use of suitably-qualified visitors, such as School Nurse where they complement our provision and extend our children's knowledge.

"Visitors should complement, but never substitute for or replace planned provision. It is the PSHE co-ordinator's and teacher's responsibility to plan the curriculum and lessons". (DfE SRE Guidance 0116/2000).

Children with special needs

Teaching and resources are differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

Monitoring and Evaluation

Monitoring is the responsibility of the Head of Primary and a nominated Governor.

The school assess the effectiveness of the aims, content and methods in promoting our pupils' learning by lesson observation, sampling teachers' planning, questionnaires to teachers and children and feedback from parents.

The effectiveness of the SRE programme is evaluated by assessing children's learning and implementing change if required.

This policy document on the school website at all times and will be posted on the staff notice board for 2 weeks following any amendments approved by the full governing body.

Reference in a school newsletter is used to alert parents to any amendments and to invite their comments.

Any changes will be reflected in the school prospectus.