

Nunney First School



Sex and Relationship Education Policy

Rationale

Sex and Relationship Education (SRE) is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. SRE has a key part to play in the personal, social, moral and spiritual development of young people. It begins informally in the home with parents and carers long before any formal education takes place at school. Young people's entitlement to SRE is enshrined in the terms of the Education Act (1996).

We have based our school's SRE Policy on the DfES guidance document 'Sex and Relationship Education Guidance' (ref DfES 01116/2000) and supplementary advice found in the PSHE Association's document 'Sex and relationships education (SRE) for the 21st century' (2014). In this document, sex and relationship education is defined as 'learning about physical, moral and emotional development. It is about understanding the importance of stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health.'

Aims

- to have the confidence and self esteem to value themselves and others;
- to understand about the range of relationships, including the importance of family life, for the care and support of children;
- to develop confidence in talking, listening and thinking about feelings and relationships;
- to be able to name parts of the body and describe how their bodies work;
- to understand the consequences of their actions and behave responsibly within relationships;
- to be able to recognise unsafe situations and be able to protect themselves and ask for help and support;
- to understand the role the media plays in forming attitudes;

Content and Organisation

At Nunney First School SRE is taught through both the Science and PSHE and Citizenship curriculum. We also teach some aspects through other subjects, for example, Religious Education and PE, where we feel they contribute significantly to a child's knowledge and understanding of relationships, feelings, their own bodies and how these are growing and developing.

In PSHE and Citizenship we teach children about relationships and we encourage them to discuss issues. In Science we teach about parts of the body and how these work. We also explain how the body changes as children approach puberty. We talk with children about emotions and how to deal with their feelings towards themselves, their

families and others in a positive way. We encourage the children to talk about their feelings and ask for help if they feel they need it.

In Science lessons, teachers inform children about how people's bodies change as they grow older and about how babies are born. Guidance material in the Science National Curriculum is followed closely, with pupils being taught how animals, including humans, move, feed, grow and reproduce. Pupils are also taught about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other.

An agreement exists across Frome Learning Partnership (FLP) schools, whereby FLP Middle Schools teach pupils about how their bodies will change during puberty, sexual relationships and sexual health in the context of an appropriate relationship. These aspects of SRE are not covered in FLP First Schools.

The Role of Parents and Carers

The school expects the primary role in children's SRE to lie with their parents and carers, and through mutual understanding, trust and cooperation, we work to develop a positive and supportive relationship with parents and carers. In promoting this objective we:

- inform parents and carers about the school's SRE policy and practice;
- answer any questions that parents and carers have about the SRE of their child;
- encourage parents and carers to be involved in reviewing the school policy and making modifications as necessary.

Confidentiality

Teachers conduct SRE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of safeguarding. Teachers will respond in the same way if a child indicates that they have been a victim of sexual abuse, notifying the Designated Teacher with responsibility for Child Protection, who will then deal with the matter as detailed in the school's Safeguarding and Child Protection Policy.

Headteacher's Responsibilities

It is the responsibility of the Headteacher to ensure that both staff and parents/carers are informed about the school's SRE policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training to enable them to teach this area of the curriculum effectively and handle issues with sensitivity and due regard to the age of pupils involved.

The Headteacher monitors this policy on a regular basis and liaises with external agencies to ensure that its content meets statutory guidelines and is relevant to the needs of pupils currently attending Nunney First School.

Staff Responsibilities

To reassure parents, carers, pupils and governors that the personal beliefs and attitudes of staff will not influence the teaching of SRE all those contributing to the programme are expected to work within the aims listed above.

Staff have a responsibility to ensure the safety and welfare of their pupils. They are in a particular position of trust (*loco parentis*). Sexual relationships involving children under 16 years of age constitute a criminal offence. A sexual relationship between a member of staff and any pupil at the same school is a breach of that trust. Such behaviour will be regarded as gross professional misconduct on the part of the member of staff and will result in disciplinary action. If a decision is made to dismiss, this may also lead to a member of staff being barred from further employment in the education service by the Secretary of State.

Monitoring and Review

The Local Governing Body will review the SRE Policy on an annual basis.

Date adopted by Governing Body: 09.07.2018

Signed (Chair of Governors): *Geoff Andrews* Date: 09.07.2018

Review due: July 2019