

Policy Statement on Sex and Relationship Education

1. Introduction

1.1 This document outlines school's views, beliefs and programmes of study on Sex and Relationship Education.

1.2 This document has been informed by:

- Sex and Relationship Guidance (DfEE 2000) - which states that sex education is about "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."
- The National Teenage Pregnancy Strategy.
- National Healthy Schools Programme.

1.3 This policy should be read in conjunction with other school policies.

2. Definition

At Ponteland First School we teach sex education in the context of the school's aims and values. All sex education is taught with an awareness of the moral code and values which underpin all our work. Ponteland First School acknowledges the importance of sex education, which is taught as part of the PSHCE curriculum. It should be noted that while we use sex education to inform children about sexual issues, we do this carefully with regard to matters of morality and individual responsibility, and in a way that allows pupils to explore a range of moral issues.

2.1 In addition Ponteland First School believes that SRE should:

- be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- be an entitlement for all pupils in our care.
- encourage every pupil to contribute to the school community that aims to support each individual as they grow and learn.
- be set within this wider school context and support family commitment and love, respect and affection, knowledge and openness. Family is a

broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of diversity.

- encourage pupils and staff to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment.
- recognise that parents and carers are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents/carers and pupils, consulting them about the content of programmes.
- recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals.

2.2 Particular features of our sex education programme are:

- It is developmental and appropriate to the age and stage of the child
- It puts forward factual knowledge and encourages the exploration of facts
- It examines opinions and concepts and encourages discussion
- It encourages awareness, respect and responsibility for oneself and others.

Sex and Relationship Education at Ponteland First School has three main elements:

Personal and Social Skills

- managing emotions within relationships confidently and sensitively.
- developing positive self esteem and confidence.
- developing and demonstrating self-respect and empathy for others.
- making informed choices with an absence of prejudice.
- developing an appreciation of the consequences of choices made.
- managing conflict.

- empowering pupils with the skills to be able to recognise inappropriate/ uncomfortable situations and/or behaviours with their peers and adults.

Attitudes and Values

- learning the importance of values, individual conscience and moral choices.
- valuing family life, stable and loving relationships, and marriage.
- learning about the nurture of children.
- demonstrating the values of respect, love and care.
- exploring, considering and understanding moral dilemmas.
- developing skills including negotiation and decision making.
- challenging myths, misconceptions and false assumptions.

Knowledge and Understanding

- learning and understanding about physical and emotional development at appropriate stages.
- learning about reproduction, human sexuality, personal health, emotions and relationships.
- learning about where to go for help or advice in school and how to access a range of local and national support agencies

3. Scope

This document applies to all children in the school regardless of age, ability, gender, race or faith.

4. Entitlement

All pupils at Ponteland First School are entitled to a PSHE and citizenship curriculum, which explores health, sex and relationship education, at a stage appropriate to their development, irrespective of background, ability or gender.

5. Aims and Objectives:

- To meet the needs of all pupils through the provision of a balanced, comprehensive and co-ordinated curriculum within which the teaching about personal relationships and sexuality can occur.
- To encourage a non-judgemental climate against which informed and sensitive discussion can take place.

- To provide accurate and appropriate information at each stage of pupil's development.
- To provide opportunities for pupils to explore a variety of views and opinions in order to develop their own moral framework.

The aim of SRE is to provide balanced factual information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our SRE programme aims to prepare pupils for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- have the confidence and self esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within personal relationships.
- avoid being pressured into uncomfortable or dangerous situations.
- communicate effectively by developing the appropriate language for sex and relationship issues.
- develop awareness of their sexuality, challenge sexism and prejudice, and promote equality and diversity.
- have sufficient information and skills to protect themselves in a variety of situations.
- be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.

6. The Role of Parents and Carers

6.1 The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to maintain our positive, supportive relationship with parents and carers through mutual understanding, trust and co-operation. In promoting this we will:

- Inform parents and carers about the school's sex education policy and practice.
- Answer any questions parents and carers may have about the sex education of their child.
- Take seriously any issue that parents raise about this policy or the arrangements for sex education in the school.

6.2 We acknowledge that parents and carers have the right to withdraw their child from the sex education programme we teach. This must be

discussed with the Headteacher and work will be set accordingly. The school always complies with the wishes of parents and carers in this regard.

7 Organisation and Content of Sex and Relationship Education

Ponteland First School specifically delivers sex and relationship education through its PSHCE Programme, RE and Science lessons at foundation stage, KS1 and KS2.

Much of the sex and relationship education at Ponteland First takes place within PSHCE lessons. Teachers generally deliver the PSHCE curriculum with support from professionals where appropriate. School staff are usually the best people to work with the pupils on many of the SRE topics as they are aware of each pupil's individual circumstances. SRE lessons are set within the wider context of the PSHCE curriculum and focus more on the emotional aspects of development and relationships. Each year group follows SEAL themes to deliver aspects of the SRE curriculum. These are supplemented by Lucinda and Godfrey materials as well as ideas from *Go Givers*. The physical aspects of puberty and reproduction are also taught as part of National Curriculum Science. The PSHCE Programme and Science National Curriculum are taught in every year in KS1 and KS2.'

Any SRE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When pupils ask questions, we aim to answer them honestly at an age appropriate level and within the ground rules established at the start of the sessions. If it is felt that answering a specific question would involve information at a level inappropriate to the age and development of the rest of the pupils, the question will be dealt with individually at another time.

More expert or specialist teachers may support staff that are uncomfortable with teaching certain aspects of the SRE curriculum. Support and professional development will be provided for these staff, so that they can develop their confidence in delivering the whole of the SRE programme.

Assessment is carried out at appropriate times and involves teacher, pupil and peer assessment of knowledge and understanding, skills, and attitudes.

8 Confidentiality and Safeguarding

It should be made clear to pupils that all adults in school cannot guarantee absolute confidentiality. This should be made clear when forming the class Ground Rules.

Health professionals in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse.

9 Managing Incidents and Disclosures

Any disclosures or incidents will be reported immediately to the Head teacher who will inform the appropriate parties.

10 Monitoring and Evaluation of Sex and Relationship Education

It is the responsibility of the Head teacher and Leadership Team to oversee and organise the monitoring and evaluation of PSHCE in conjunction with the PSHCE co-ordinator, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHCE programme will be treated as a subject and will be involved in a yearly monitoring and evaluation exercise led by the Leadership Team.

The Governing body is responsible for overseeing, reviewing and organising the revision of the sex and relationship education policy and curriculum.

Ofsted is required to evaluate and report on personal, spiritual, moral, social and cultural development of pupils. This includes evaluating and commenting on the school's sex and relationship education policy, curriculum and staff support and development, CPD and delivery.

11. This policy will be reviewed annually.