

# MAYFIELD SCHOOL



## Sex & Relationships Education Policy

Issue No	Date Written	Author / Reviewed By	Date of Review	Approved by Governors
1	September 2015	Gillian Temple		Autumn Term 2015
2		Stephen Chambers / CDS committee	Autumn Term 2017	Autumn Term 2017 <i>P.S.J. Litch</i>

The Governing Body are free to delegate approval of this document to a Committee of the Governing Body, an individual Governor or the Head teacher.

This policy will be reviewed bi-annually or sooner if legislation or best practice requires this.

## **SEX AND RELATIONSHIPS EDUCATION POLICY**

### **Introduction - What is SRE?**

Sex and Relationships Education is lifelong learning about physical, moral and emotional development. It is about the importance of stable and loving relationships including marriage for family life, and about respect, love and care. As children grow up it is essential that they have an understanding of their own bodies and feelings. SRE has a key part to play in the personal, social, cultural, moral and spiritual development of our pupils. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

### **Principles**

As pupils grow/develop it is important that they have an understanding of their own bodies, instincts and feelings.

A planned programme of SRE will include:

- Sex and Relationships Education being appropriately delivered for the age and maturity of the pupil
- A whole school approach that involves parents, carers, governors, health and school staff
- That staff who deliver SRE will receive relevant training and support; this includes whole school INSET, LIN, in-house training and other SRE courses.
- Children's views being listened to in an atmosphere of trust
- Questions and answers, linking in with set ground rules
- Adherence to the school's policy for confidentiality.

### **Aims**

Through Sex and Relationships Education we aim to support children and young people through their physical, emotional and moral development by providing them with clear accessible and age appropriate information at a relevant level. Students should:

- Increase their factual knowledge of the human body in order to feel comfortable with their own body and sexual nature
- Follow an appropriate programme, beginning with self-concept and different relationships, leading onto knowledge of puberty and physical and emotional change
- Develop the learning outcomes from National Curriculum Science, PSHE and Citizenship.
- Develop positive values and morals that will guide decisions, judgments and behaviour.
- Develop confidence and self-esteem to value themselves and respect others.
- Understand the consequences of their actions
- Have sufficient and appropriate information and skills to protect themselves and others.

### **Attitudes and values**

Students will learn through:

- Opportunities to experience and learn the value of love respect and care towards and from other people.
- Promoting positive self-image.
- Modelling appropriate behaviour towards other people.

- Discussing moral issues including concepts of right and wrong.
- Promoting respect for individual and cultural differences.
- Personal safety education; how to keep yourself safe; respect the safety of others.
- The promotion of British Values.

### **Personal and social skills**

- Develop self-respect, self-awareness and respect for others.
- Learning to understand appropriate and inappropriate behavior and managing their own behaviour and emotions.
- Develop the confidence to express preferences, communicate needs, make informed decisions and choose options which they and other people act upon and respect.
- Manage conflict
- Develop the skills to avoid inappropriate pressures or advances.

### **Knowledge and understanding**

- Develop body awareness and physical control.
- Develop understanding of their ability to influence the environment and others.
- Develop knowledge of gender, growth and development.
- Develop understanding of privacy, when it is appropriate and how to protect one's privacy.
- Promote a positive attitude to body changes around puberty and developing skills to cope with them.
- Develop understanding of emotions and relationships.
- Provide daily examples of and learning opportunities about healthy lifestyles.
- Develop understanding of sexuality, reproduction and sexual health at a level appropriate to individual need.

### **Organisation, Content, Progression, & Assessment**

Much of the SRE at Mayfield School takes place within PSHE, Science, RE and Citizenship curriculum areas.

Where SRE lessons cover issues that may be sensitive to some pupils, care is taken to respect the individual needs and wishes of the pupil / parents e.g. it may be appropriate to have single sex teaching groups for some subjects.

Mayfield School acknowledges that some parents may wish to exercise their right to withdraw students from part or all of SRE (except those included in the statutory National Curriculum i.e. science content). Parents are encouraged to discuss decisions with the appropriate member of staff.

Sex and relationship education will be taught across EYFS (personal, social & emotional development) & Key Stages 1 & 2 within the context of the wider PSHE and citizenship curriculum. SRE in KS2 aims to provide a foundation for the continuation of lifelong learning in KS3, KS4 and Sixth Form. SRE work that has been introduced in an earlier key stage is developed and expanded before re-visiting topics throughout the pupil's learning journey.

Work needs to be carefully matched to individual needs based on teacher assessment. At Key Stage 4 & 5 students use planned accredited programmes of study for SRE.

Staff use B Squared to assess pupils' Science as well as Personal and Social progress. Pupils' progress in Science, PSHE and Citizenship is reported to parents and the LA through the Annual Review Process.

### **Inclusion**

- SRE will be sensitive to the needs of different ethnic groups.
- All pupils will be taught SRE at a level appropriate to his/her individual need.
- Issues of sexual orientation will be dealt with honestly and sensitively.

### **Support from Outside Agencies**

The school nurse will play an important role in supporting the delivery of the SRE programme. School will work with agencies and visiting speakers who are appropriate to our pupil/student needs. We will work in partnership with them and jointly plan their work within the school. We will work with support networks within the Local Authority to address local, regional and national initiatives/issues.

### **Good Practice in the Use of Visitors**

School staff should involve the pupils and student when choosing appropriate visitors into school. They can do this by:

- Discussing the most appropriate visitor to support their work
- Planning and writing invitations together
- Preparing questions where appropriate

### **Monitoring**

The SLT have responsibility for monitoring the SRE curriculum throughout the school. Long term planning aims are to deliver breadth, balance and relevance. Medium term planning provides an oversight of the SRE curriculum coverage for each term.

Governors Curriculum, Data and Staffing committee is responsible for implementation, overseeing and provision of the SRE policy in conjunction with SLT.

### **Review of this policy**

This policy will be reviewed bi-annually or sooner if legislation or best practice requires this. Review of this policy has been delegated to the Curriculum & Safeguarding committee by the Full Governing Body.

**Date: 08/11/2017**