



**KENSINGTON AVENUE PRIMARY SCHOOL**

**Sex and Relationship Education Policy**

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## **Aims and objectives**

The aim of SRE is to provide children with age appropriate information, explore attitudes and values, and develop skills in order to help them to make positive decisions about their healthrelated behaviour. Our SRE policy has the following aims:

- To provide knowledge and information to which all pupils are entitled
- To raise pupils' self-esteem and confidence, especially in their relationships with others
- To provide the confidence to be participating members of society and to value themselves and others
- To help pupils develop skills and make the most of their abilities
- To prepare pupils for puberty and encourage them to take responsibility for their own actions
- To give them an understanding of reproduction and sexual development
- To give them an understanding of the importance of health and hygiene
- To develop and use communication and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To help pupils, parents and carers learn how to gain access to information and support

## **Values**

All those who teach aspects of SRE within the school, including visitors, are expected to by following these values which are held in common by the whole school community. The teaching of SRE will encourage pupils to:

- Value and respect themselves
- Value and respect others
- Value and respect differences in people's gender, religion, culture, sexual orientation, physical and mental ability and social background.

## **Introduction**

The teaching of Sex and Relationships Education at Kensington Avenue, using an integrated and consistent approach, is an important aspect of pupils' education. Sex and Relationship education includes supporting young people in developing self-confidence in preparing for physical and emotional changes into adulthood. We believe that the teaching of Sex and Relationship Education should be shared with parents and be mutually supportive and complimentary. It promotes an understanding of the range of family types and other people who contribute to providing children with the care, love and support they need to grow and develop.

In this document, Sex and Relationship Education relates to 'learning about physical, moral and emotional development'. It is about understanding the importance of family life, stable and loving relationships, respect, love and care and promoting the British value of tolerance.

The policy has been developed to ensure that staff and parents or carers are clear about the statutory requirements regarding Sex and Relationship Education, and that the pupils receive their educational entitlement. Through implementation of this policy, the school will meet specific aspects of the legal and statutory requirements.

Every child is entitled to receive Sex and Relationship Education. 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.

### **Context**

We teach about SRE in the context of the school's aims and values. While SRE in our school means that we give children information about relationships as well as sexual behaviour, we do this with an awareness of the moral code, and of the values that underpin all our work in school. Where sex education is taught within the school we teach in the belief that:

- sex should be taught about in the context of loving relationships and family life
- sex education is part of a wider process of social, personal, spiritual and moral education
- children should be taught to have respect for their own bodies
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity
- it is important to build positive relationships with others, involving trust and respect
- children need to learn the importance of self-control

### **Equal Opportunities Statement**

The school is committed to the provision of SRE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where pupils with Special Educational Needs are given extra support from SEND staff.

### **Content**

In Key stage 1 pupils learn to recognise similarities and differences between themselves and others, identify and share their feelings with each other, recognise safe and unsafe situations and identify and be able to talk to someone they trust (such as their class teacher, teaching assistant). All staff are trained in procedures for safeguarding and follow guidelines set out in school with regards to reporting concerns to the Designated Child Protection Officer – in the case of KAPS- the parent support worker.

In Key stage 2 pupils learn to express their opinions about relationships and bullying and to listen to and support others, including respecting other people's viewpoints and beliefs. They learn to recognise their own worth and identify positive things about themselves and try to balance the stresses in life in order to promote their own mental health and wellbeing of others. Life processes are discussed including the physical changes that take place at puberty, why they happen and how to manage them.

A range of materials are drawn upon to ensure SRE is delivered to all children throughout the school and is tailored to each child's needs and level of understanding.

## **Organisation and Teaching and Learning**

While we carry out the main sex education in our personal, social and health education (PSHE) curriculum, we also do some sex education through Science and PE which we believe contributes significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing. Links are also made in RE, with children reflecting on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. SRE should not be delivered in isolation but firmly embedded in all curriculum areas, including Personal, Social Health Education (PSHE) and citizenship.

SRE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. Active learning methods which involve children's full participation are used.

Since SRE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum, but through all aspects of school life including the playground. It is important then that all staff understand that they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

In Year 5 we place a particular emphasis on health education as many children experience puberty at this age. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how children's bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.

We arrange a meeting for all parents and carers of children in Year 5 to discuss this particular programme of lessons, to explain what the issues are, and how they are taught, and to see the materials the school uses in its teaching.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of SRE in school.

### **The Role of Visitors in regards to SRE**

- Visitors are invited in to school because of the particular expertise or contribution they are able to make
- All visitors are familiar with and understand the school's SRE policy and work within it

### **The role of parents**

The school is well aware that the primary role in children's sex education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation. To promote this objective we:

- inform parents about the school's SRE policy and practice

- answer any questions that parents may have about the SRE of their child
- take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for SRE in the school

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

Parents have the right to withdraw their child from the PSHE part of the sex education programme that we teach in our school. If a parent wishes their child to be withdrawn from these lessons, they should discuss this with the class teacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school will try to accommodate the wishes of parents in this regard. Parents are free to withdraw their children from SRE if they wish to do so. The only exceptions to this are the biological aspects of human growth and reproduction that are essential elements of National Curriculum Science.

### **Confidentiality**

Teachers conduct sex education lessons in a sensitive manner, and in confidence. However if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate or ask leading questions, but will listen to the child and immediately inform the named person for child protection issues about their concerns. The school has a separate Child Protection Policy. Effective SRE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns. This will be dealt with in line with our child protection policy.

### **Controversial and Sensitive Issues**

Staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

### **Dealing with Questions**

Both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection officer if they are concerned.

### **Monitoring and evaluating**

Teacher assessment will inform discussion about the successful implementation of the policy. Judgements about the success of the policy can also be made through gathering evidence from school staff about how the policy supports them, from parents and governors about the clarity of the information provided, and from pupils about how the SRE provision is meeting their needs.

**Adopted by the Governing Body: October 2019**

**Reviewed on:**

**To be reviewed: October 2021**