

# HARBOURSIDE LEARNING *Partnership*

## Sex and Relationship Education Policy

Committee:	Achievement & Standards
Policy Ratified:	03 July 2018
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Additional School Procedure	
Committee:	
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Schools within the Harbourside learning Partnership recognise the importance of teaching pupils about relationships within the wider context of Personal, Social and Health Education. We believe that it is vital that children are sufficiently prepared for the physical and emotional changes they may experience during their primary school years and begin to develop their understanding of how to build successful relationships, based on respect.

We define a successful relationship as a relationship that is positive, healthy, meaningful and sustained, based on trust, loyalty and faithfulness.

For the purpose of this policy we have accepted the DfE definition of sex and relationship education as:

*“Lifelong learning about physical, moral and emotional development. It is about the understanding 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. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. It is not about the promotion of sexual orientation or sexual activity”.*

*DfE July 2000*

## **1.0 Aims**

### **1.1 The aims of this policy are to:**

- Clarify the provision of Sex and Relationship Education to all pupils
- Set out the statutory provisions
- To represent our agreed view upon the delivery, monitoring and evaluation of Sex and Relationship Education
- Ensure that the Sex and Relationship Education provided by the school supports the personal and social development of all pupils

### **1.2 Statutory Requirements:**

Harbourside Learning Partnership is also mindful of its statutory obligation to:

- Adopt a Sex and Relationships Education Policy and make it available for inspection to parents
- Ensure that all teaching materials used are appropriate to the age, religious and cultural backgrounds of its pupils;
- Teach all aspects of Sex Education included in the National Curriculum Science
- Inform parents of their right to withdraw their children from SRE other than that taught in National Curriculum Science. (1996 Education Act)

## **2.0 Responsibilities**

### **2.1 The Trust Board is responsible for:**

- Ensuring that an appropriate and compliant policy is in place and received by each school's local governing body every three years, or earlier is necessary.

## **2.2 The Governing Body is responsible for:**

- Receiving the Sex and Relationship Education Policy as ratified by the Trust board
- Agreeing and keeping under review a Sex and Relationship Education programme which will reflect this policy
- Working with the Partnership's central team and Board of Trustees regarding any amendments that may be required to the policy or programme.

## **2.3 The Headteacher is responsible for:**

- Advising the local Governing Body on the Sex and Relationship Education Policy and its implementation
- Ensuring that an appropriate programme of study is followed
- Ensuring that the programme and policy is co-ordinated by an appropriate member of staff
- Ensuring that the policy and programme is known by staff, pupils and parents
- Ensuring that parents are aware of their right to withdraw their child from the SRE programme (see point 7.0 and appendix 2 for the content of the SRE programme of study)

## **2.4 Staff are responsible for:**

- Ensuring that any teaching of Sex and Relationship Education or any advice and guidance they may give to pupils is in accordance with this policy
- Participating in any training provided
- Modelling good relationships with others

2.4.1 Each school will determine a lead staff member who is responsible for the implementation of the SRE programme and for the monitoring of its effective delivery.

## **3.0 Aims of the curriculum**

3.1 The aim of Sex and Relationship Education in our schools, is to enable children to make informed decisions and understand the importance of the meaningful relationships that they will encounter throughout their lives. Sex and Relationship Education (SRE) therefore is not just an education about physical changes through puberty and human reproduction, but also the development of emotional skills that will enable pupils to build relationships that are positive, healthy, meaningful and sustained.

3.2 It is recognised that as stated in DfE Guidance, ("Sex and Relationship Education Guidance", July 2000) Sex and Relationship Education has three main elements:

- Attitudes and values
- Personal and social skills
- Knowledge and understanding

3.3 Schools within the Harbourside Learning Partnership aim to develop all three elements in its Sex and Relationship programme as appropriate to the age and the physical and emotional maturity of its pupils.

## **4.0 Sex and Relationship Education Provision**

4.1 Harbourside Learning Partnership has a key role, in partnership with parents/carers in providing Sex and Relationship Education and ensuring that it is both culturally and community sensitive. This provision is delivered both through the Science curriculum and through a PHSCE programme called 'JIGSAW' which all Partnership schools follow. For more information on this programme please see **appendix 1**.

4.2 This scheme ensures that children are taught:

- The correct names for parts of the body
- About the physical and emotional changes that happen as part of puberty and how to deal with their feelings towards themselves, their families and others in a positive way
- About human reproduction
- To appreciate the value of family life, the implications of parenthood and the needs of the very young;
- That families and friends should care for each other
- To be aware of different types of relationships, including marriage, civil partnerships and relationships between friends and families and to value all of these
- To develop skills to be effective in relationships including talking, listening and thinking about feelings and relationships
- To recognise and challenge stereotypes
- To respect, understand and empathise towards others who may have different backgrounds, cultures, sexuality, feelings and views
- To respect themselves and others
- To develop a growing understanding of risk and safety and the motivation and skills to keep themselves safe

4.3 Church schools within our Partnership will also ensure that SRE is taught within the context of belief, faith and religion. Including:

- The Christian understanding that marriage is an appropriate context for sexual relationships
- That good marriage is a relationship of trust, loyalty and fidelity.

4.4 However, different views, including different religious views on relationships and sex must be respected.

4.5 Although this area of the curriculum is known as ‘Sex and Relationship Education’, only a small amount of what is delivered focuses on the first part of this term. Our aim is to help and support children through their physical, emotional and moral development.

4.6 Our role as educators is to ensure that pupils will be given accurate information and helped to develop skills to enable them to understand difference and respect themselves and others.

4.7 Teachers have a responsibility to ensure the safety and welfare of pupils, and because teachers are considered by the law to act ‘in loco parentis’ (in place of parents), parents need to be reassured that the personal beliefs and attitudes of teachers will not influence the teaching of Sex and Relationship Education.

4.8 More specific detail regarding the programme of study for each year group can be found in **appendix 2**.

4.9 In line with this progression map, teachers will not raise or prompt issues that go beyond the planned content of the sessions. Nevertheless, children’s genuine questions will be handled in an open, sensitive, appropriate and matter of fact way.

4.10 All teaching and discussion within the Sex and Relationship Education programme must at all times respect individual differences inspired by cultural, religious, ethnic and family backgrounds and it will endeavour to promote those values of respect and dignity for human life which are common to all faiths and societies.

## **5.0 Delivery of the Curriculum**

### **5.1 Teaching Strategies:**

5.1.1 In order to help pupils make informed choices, establish a healthy lifestyle and build up a system of values, the teaching methods used are as important as the content of the lesson. The participation of pupils in lessons is essential in order to encourage them to learn from others and to help them to use appropriate language in ways which are understood by others. This requires the use of a balanced range of teaching methods.

5.1.2 All Partnership schools aim to ensure that throughout the school children are given opportunities to:

- Discuss
- Ask and answer questions
- Participate in well planned tasks
- Participate in role play and drama

5.1.3 It is an essential part of the Sex and Relationship Education Policy that the following ground rules are observed in all teaching about sex and relationships:

- No-one (teacher or pupil) will be required to answer a personal question
- No-one will be forced to take part in any discussion
- Only the correct scientific name for body parts will be used

- Meanings of words will be explained in a sensible and factual manner

## **5.2 Visiting Speakers**

5.2.1 Visiting speakers may be used to help enhance the Sex and Relationship Education programme. Where they are used, they will be required to conform to this policy statement. Health professionals are bound by their professional codes of conduct in a one-to-one situation with individuals but, in a classroom situation, they must also follow this policy.

## **5.3 Organisation**

5.3.1 SRE is taught in the context of the PSHCE programme which itself fulfils the requirements of the national framework for PSHCE.

5.3.2 SRE is taught:

- Through discrete PSHCE lessons complemented by structured Circle Times
- Through National Curriculum science lessons

## **6.0 Working with parents**

6.1 All schools within the Partnership will work to ensure that parents are aware of:

- The content and context of the SRE program
- Their right to withdraw their children from SRE taught outside what is specified in the National Curriculum for Science
- The process by which they can do this

6.2 All schools will also work with parents to:

- 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 the arrangements for SRE in the school

6.3 When the SRE curriculum is due to be delivered, parents and carers are notified by their child's school so that they may be prepared for any discussion and questions arising at home. All schools will also invite parents to preview the materials used if they wish.

## **7.0 Withdrawing a pupil from Sex and Relationship Education lessons**

7.1 Whilst the biological aspects of human reproduction are a statutory part of the National Curriculum, parents may withdraw their children from any other part of the school's Sex and Relationship Education programme. Those parents/carers wishing to exercise this right are invited in to see the Headteacher and/or SRE Leader who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed.

7.2 If a parent wishes their child to be withdrawn from SRE lessons, they should notify the Headteacher in writing and make it clear which aspects of the programme they do not wish their child to participate in. Schools must comply with the wishes of parents in this regard and children withdrawn from SRE will be supervised appropriately by the school.

## **8.0 Safeguarding**

8.1 By virtue of the provisions of the Equality Act 2010 all schools within the Partnership must safeguard the welfare of pupils.

8.2 As a general rule information about individual pupils will be kept confidential by schools. However, school staff are obliged in the interests of pupil safety to pass on any information about a pupil that suggests that they may be at some risk.

8.3 This will always be in line with maintaining the best interests of each pupils. However, staff cannot offer or guarantee absolute confidentiality.

8.4 In exceptional circumstances a school may be in the position of having to handle information without parental knowledge. Where younger pupils are involved, this would be where there are grounds for serious concern and child protection issues which will need to be addressed.

8.5 As with all other aspects of school life, if during the SRE programme an adult becomes aware of possible safeguarding issues, this will be referred to the school's Designated Senior Lead for Safeguarding.

8.6 Following any disclosure or concern, all Partnership schools must follow the guidance laid out in the HLP policy '*Safeguarding and Child Protection Policy and Procedures.*'

## **9.0 Equal Opportunities**

9.1 All schools within our Partnership believe that all pupils should be able to access the curriculum regardless of social circumstance, ability, race, creed or gender. Through careful planning and differentiation all schools strive to deliver a curriculum that is supportive and challenging to all our pupils.

## **10.0 Dissemination of the Policy**

10.1 This policy will be made available to:

- The local Governing Body by presentation of the document to the Curriculum Committee or equivalent.
- The whole school staff by presentation of the document at relevant staff meetings.
- Parents by publication on school's websites.

## **11.0 Monitoring and Evaluation**

11.1 In each school, the staff member with responsibility for SRE will monitor the delivery of the programme. The teaching staff, supported by the Headteacher and Leader will evaluate the effectiveness of the programme by reviewing lessons taught and considering the response of the children to the programme.

11.2 Members of the Trust board will review this policy every three years and assess its implementation and effectiveness, refining it further as required.

## Appendix 1

### Jigsaw programme of Study

The scheme states that:

'The specific SRE content is delivered through the Changing Me Puzzle of learning. Essential work is done in previous puzzles to build children's self-esteem, to enhance their own sense of self in regard to their body image, how to develop caring and healthy relationships and how to develop assertiveness skills in keeping themselves valued, safe and respected. This work underpins the explicit SRE content and is part of the holistic approach to SRE teaching and learning.'

Jigsaw covers all areas of PSHE for the primary phase, as the table below shows:

Term	Puzzle name	Content
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters)
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
<b>Summer 2:</b>	Changing Me	Includes Sex and Relationship Education in the context of looking at change

Whilst SRE is not taught explicitly until the Summer term, the foundations for this work are taught as part of the PSHE curriculum all through the year.

## Appendix 2

### Jigsaw Content: SRE Progression of topics through each year group

The grid below shows specific learning intentions for each year group in the 'Changing Me' Puzzle. These specific lessons sit within the whole Puzzle (6 lessons) which looks at change and coping with change in lots of contexts, so changes as we grow up and enter puberty are seen as one sort of change that we can all cope with.

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
1	Piece 4 Boys' and Girls' Bodies	identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina  respect my body and understand which parts are private
2	Piece 4 Boys' and Girls' Bodies	recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private  tell you what I like/don't like about being a boy/girl
3	Piece 1 How Babies Grow	understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby  express how I feel when I see babies or baby animals
	Piece 2 Babies	understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow  express how I might feel if I had a new baby in my family
	Piece 3 Outside Body Changes	understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies  identify how boys' and girls' bodies change on the outside during this growing up process  recognise how I feel about these changes happening to me and know how to cope with those feelings
	Piece 4 Inside Body Changes	identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up  recognise how I feel about these changes happening to me and how to cope with these feelings
4	Piece 2 Having A Baby	correctly label the internal and external parts of male and female bodies that are necessary for making a baby  understand that having a baby is a personal choice and express how I feel about having children when I am an adult
	Piece 3 Girls and Puberty	describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this

		know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty
5	Piece 2 Puberty for Girls	explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally  understand that puberty is a natural process that happens to everybody and that it will be OK for me
	Piece 3 Puberty for Boys and Girls	describe how boys' and girls' bodies change during puberty  express how I feel about the changes that will happen to me during puberty
	Piece 4 Conception	understand that sexual intercourse can lead to conception and that is how babies are usually made understand that sometimes people need IVF to help them have a baby  appreciate how amazing it is that human bodies can reproduce in these ways
6	Piece 2 Puberty	explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally  express how I feel about the changes that will happen to me during puberty
	Piece 3 Girl Talk/Boy Talk	ask the questions I need answered about changes during puberty  reflect on how I feel about asking the questions and about the answers I receive
	Piece 4 Babies – Conception to Birth	describe how a baby develops from conception through the nine months of pregnancy, and how it is born  recognise how I feel when I reflect on the development and birth of a baby
	Piece 5 Attraction	understand how being physically attracted to someone changes the nature of the relationship  express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this