



## WEST DARTMOOR FEDERATION

### POLICIES & PROCEDURES

#### **TITLE: Sex and Relationships (SRE) Policy**

#### **DOCUMENT MANAGEMENT**

This document was adopted at the full Governing Body meeting on 23 November 2015.

The document is subject to review on a biennial basis

The Policy was reviewed by the Ethos Committee in Summer 2017

The next review will be Summer Term 2019

#### **MODEL POLICY STATEMENT**

This is not a Local Authority model policy

The model policy used is - N/A

Local changes have not been made to the model policy – N/A

#### **IMPACT OF THIS POLICY ON THE ETHOS OF SCHOOLS IN THE FEDERATION**

Date of Effect	Change History
<b>Sept 17</b>	<b>reviewed</b>

## **1. Aim**

Our overall aim is to:

Provide a safe, secure, positive and Christian learning environment where all members of the Federation feel valued and respected as individuals and learners.

We are committed to giving all of our children every opportunity to achieve the highest standards.

We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children.

## **2. Introduction**

Sex education is fundamental to the pastoral development of every individual and is taught within a caring, Christian framework to prepare children for adulthood. They will learn to respect and look after their bodies and will understand the benefit of healthy relationships.

They will learn about the changes that occur at puberty and about the life processes of conception, birth, maturity and death.

It is acknowledged that there is a range of family situations and children will be supported in all cases. Whilst reflecting this range, the Federation upholds and teaches Christian values in marriage and family relationships.

## **3. Purposes**

- To support the personal and social development of all children.
- To provide a secure caring and Christian framework in which learning about sex and relationships can take place.
- To ensure that sex and relationship education is inclusive for all children.
- To develop skills and values so that children can have healthy relationships.
- To encourage children to express their own feelings of self-worth about their sexuality in a positive and appropriate way.
- To foster self-worth and awareness, together with a sense of moral responsibility.
- To encourage a high self-esteem coupled with a respect for the sexuality of others.

## **4. Strategy and implementation**

Sex education in schools is a developmental process that starts in the Foundation Year and continues throughout the child's education.

### *National Curriculum Science*

#### *Key stage 1*

1. b) that animals, including humans, move, feed, grow, use their senses and reproduce
2. a) to recognise and compare the main external parts of the bodies of humans
- f) that humans and animals can produce offspring and these grow into adults
4. a) to recognise similarities and differences between themselves and others and treat others with sensitivity.

#### *Key Stage 2*

1. a) that the life processes common to humans and other animals include nutrition, growth and reproduction
2. f) about the main stages of the human life cycle

#### *Years 1 – 5*

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Adopted 23 November 2015

Next Review Due – Autumn term 2017

Children in both Key Stages will learn about the body in the Life and Living Processes components of the National Curriculum Programme of Study for Science. Because it is recognised that sex education is part of the more general area of Personal, Social and Health Education and that this area is considered important and valuable throughout the Federation, children's questions and concerns at any age will be addressed as they arise.

### **5. The Delivery of SRE**

It is recognised that our Federation has two small schools, and that the relationships between staff, parents and pupils is often very close. Teachers are responsible for teaching about and modelling good relationships within the Federation. Much of the general work in the Federation is based on good relationships and in this regard SRE is supported by the Federation's behaviour

policy.

In the delivery of SRE teachers will use a variety of teaching methods and resources. The following are recognised as effective methods of teaching and resourcing the delivery of SRE:

- as topics
- through planned aspects of science
- through pastoral time
- addressed occasionally in assembly time
- through the use of story time/circle time

## **6. The Delivery to Year 6**

Year 6 SRE will be dealt with as a discrete topic. This will be delivered as appropriate. (Any new materials to accompany this are assessed by the coordinator of SRE prior to use and parents invited to watch it prior to their children if they should wish)

Girls and boys will be taught together for this, and the girls will be given separate education on menstruation and the need for sanitary protection. Active learning methods, which involve children's full participation, will be used. Discussion will be encouraged at all times – this could include issues regarding sexually transmitted infections, HIV and contraception, which will be addressed appropriately.

## **7. Monitoring and Evaluating SRE**

The Governing Body will continue to monitor and evaluate SRE

## **8. Dealing with Sensitive Issues**

While all discussion that may occur will be in confidence, we are aware that any disclosure or suspicion about any possible safeguarding issue will be handled in accordance with safeguarding procedures.

## **9. Partnership with Parents**

We believe that sex education should happen in partnership with parents. As with all areas of our Federation, a positive effort will be made to involve parents at all stages of SRE delivered in the Federation, and they will be invited to watch and discuss issues arising from the video materials

used. We will respect the wishes of parents who wish to withdraw their child from a sex education programme. Parents cannot, however, withdraw their children from aspects of sex education that are part of the National Curriculum for Science