



Foremarke Hall

Repton Preparatory School

Policy Statement

Sex & Relationships Education

This policy is relevant to all academic staff and should be read in conjunction with the following policies:

- Curriculum Policy
- PSHE Policy
- Spiritual, Moral, Social and Cultural Policy

Introduction: Purpose and Aims

“Sex and Relationships Education is lifelong learning about physical, moral and emotional development. It is about the understanding of 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. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.”

(DfEE Guidance definition 2000)

It is the policy of Foremarke Hall that Sex Education should form part of the formal Personal, Social and Health Education Curriculum.

The P.S.H.E. curriculum of Foremarke Hall aims to prepare children for the opportunities, responsibilities and experiences of modern life, so that they can progress to their next schools at 13 with the abilities, knowledge and ideals to allow them to respond positively to every opportunity presented to them. Through P.S.H.E. and Sex and Relationships Education, we aim to promote a sense of right and wrong, develop children’s integrity and autonomy and help them to become responsible and caring citizens capable of contributing to the development of a just society. Within the context of talking about relationships, children will be taught about the nature of marriage and its importance for family life and for bringing up children. We recognise that there are strong and mutually supportive relationships outside marriage. Therefore, children should learn the significance of marriage and stable relationships as key building blocks of community and society. Teaching in this area will be sensitive so as not to stigmatise children on the basis of their home circumstances.

The SRE programme provides opportunities for both boys and girls to ask questions to male and female teachers that are appropriate to themselves and where they are less inclined to feel embarrassed in front of their peers.

Young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them and sensitive to their needs. Teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. There will be no direct promotion of sexual orientation.

Sex and Relationships Education (SRE) in schools is a legal requirement and at Foremarke we will aim to teach this area sensitively and appropriately. By working closely with parents our experience has shown that we have convinced them of the value of Sex Education for their children. Parents do however have the right to withdraw their children from Sexual Health and Relationships Education lessons, **although not those elements that are in the National Curriculum orders for Science.**

Implementation

Sex Education in the National Science Curriculum covers anatomy, puberty, and biological aspects of sexual reproduction. These elements are mandatory for all pupils. A brief outline of the content of the SRE programme within the PSHE curriculum is attached at the end of this policy.

- If a parent does wish to withdraw a child from SRE , it is requested that this is discussed with the Headmaster, so that arrangements can be made for the child during that time.

At Foremarke SRE will include the understanding that a positive, loving environment is essential for the development of self esteem and respect for oneself and others, at home, at school and in the wider community. It will promote the idea that children should accept increasing responsibility for the health and well being of their own bodies. It will provide knowledge about the processes of reproduction and the nature of sexuality and relationships. It will encourage the development of attitudes which allow pupils to make and sustain relationships in a responsible and healthy manner. Pupils will be protected from teaching materials which are inappropriate – having regard to age, sex and the religious and cultural background of the pupils concerned.

CONFIDENTIALITY

As a general rule a teacher will maintain a child's confidentiality. If however the person concerned believes that a child is at risk or in danger he/she will discuss the situation with the Child Protection Officer before any decision is made. The child concerned will be informed that the confidentiality is to be breached and the reasons why. The teacher or member of staff will support the child through the process.

ANSWERING DIFFICULT QUESTIONS

Sometimes during the delivery of SRE, a child will ask an explicit or difficult question in the classroom. Questions do not have to be answered immediately. It may sometimes be more appropriate to see a child individually later. The staff believe that in these circumstances individual teachers must use their discretion and refer to the Assistant Head (Pastoral) or Child Protection Officer if they are concerned. No teacher or adult supporting the delivery of the P.S.H.E. programme should feel obliged to answer personal questions from children.

DISSEMINATION OF THE SRE POLICY.

All members of staff and Governors will have access to a copy of this policy statement. The statement has been discussed with members of the Senior Leadership Team, the Headmaster and approved by the Governing Body.

THE SRE CURRICULUM WITHIN PSHE.

The children will be taken through each stage of the SRE curriculum at a rate and a level appropriate to their needs and maturity. **The following outline is only a guide as the teacher will assess the needs of the group throughout the course**

SRE CURRICULUM

Year 1

- Friendships
- Caring for one another
- Feelings and emotions
- Care for friends and family
- Health and hygiene
- The value of the family unit

Year 2

- Friendship
- Trust and cooperation
- Feelings and emotions
- Conflict and cooperation

Year 3

- New Beginnings-getting to know each other
- Going for Goals-understand what type of person we are by what we say,
- Bereavement of a pet

Year 4

- Getting On and Falling Out-cooperation, skills and friendship
- Relationships-taking responsibility, making wise choices, loss

Year 5

- Changes as we grow: Baby to adult
- Growing up

Year 6

- Growing up: Taking responsibility
- Approaching puberty
- Physical and emotional changes to boys and girls
- Personal hygiene at puberty. (Girls will have a chance to discuss menstruation issues with a female member of staff.
- Friendship to relationship
- Respect and Trust
- Peer Group Pressure

Year 7

- The process of puberty
- Becoming a man, becoming a woman and responsibility that this involves.
- Dealing with emotional changes
- Internal conflict
- Relationships and values

Year 8

- Learning to deal with emotional changes within a relationship
- Dealing with internal tensions and conflicting values in a relationship
- Conception through to birth
- Sexual Relationships (including factual information on legal issues regarding sex and contraception)

- Contraception
- STIs

Review

The Sex and Relationships Education Policy is the responsibility of the Senior Management Team and will be reviewed according to the school's policy review cycle.

Last Reviewed: Michaelmas 2017

Next Review: Michaelmas 2019