



The Hampshire School  
C H E L S E A

## **Sex and Relationship Education Policy**

Early Years, Pre-Preparatory and Preparatory comply with this Policy and Guidance

Next review date: July 2019

## **1. Introduction**

At The Hampshire School, Chelsea, we recognise our responsibility to promote the spiritual, moral, cultural, mental and physical development of our pupils. We aim to prepare pupils for the opportunities, responsibilities and experiences of adolescence and adult life. We seek to provide a safe and stimulating environment which, in partnership with parents and the wider community, will enable pupils to learn about moral, physical and emotional development.

This policy has been written in accordance with the DfE Sex and Relationship Education Guidance that was issued in July 2000.

## **2. What is Sex and Relationship Education?**

It is lifelong learning about physical, moral and emotional development. It is about the understanding and appreciation of family life, marriage, 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.

## **3. Why should Sex and Relationship Education be taught in school?**

Sex and Relationship Education begins at a very early age and, while much of it is learnt from parents, it is also received from friends, books, magazines, television, internet, music, films and so on. Some of this information can be incorrect, confusing or frightening. Sex and Relationship Education in school provides a secure framework and environment in which pupils can be given the facts using appropriate materials. It also allows them to develop necessary personal skills and a positive attitude to sexual health and well-being.

Wide ranging research has shown that children want information about changes and situations they will experience before they happen to them. A structured programme in school increases the probability of this being achieved. Also, although children want to be able to discuss sex and relationships with their parents, many parents and children prefer the school to take a lead and provide a springboard for the discussion. A partnership between home and school and open dialogue between parent and child are the ideal.

## **4. Aims and Objectives for Sex and Relationship Education**

The aim of Sex and Relationship Education is to provide pupils with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour.

This should take place with consideration of the qualities of relationships within families.

The objectives of Sex and Relationship Education are;

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge

- To raise pupils' self-esteem and confidence, especially in their relationships with others;
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help pupils' develop skills language, decision making, choice, assertiveness ) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support
- To develop skills for a healthier safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood

## **5. Moral and values framework**

The DfE guidance states that Sex and Relationship Education should contribute to promoting the spiritual, moral, cultural, mental and physical development of students. It should stress the importance of relationships for family life, stable and loving interactions, respect, love and care and the teaching of sex, sexuality and sexual health.

As part of Sex and Relationship Education, pupils should be taught about the nature and importance of marriage for family life and bringing up children. But the Government recognises – as in the Home Office, Ministerial Group on the Family consultation document Supporting Families - that there are strong and mutually supportive relationships outside marriage. Therefore pupils should learn the significance of marriage and stable relationships as key building blocks of community and society. Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances.

All those who teach aspects of Sex and Relationship Education within the school, including visitors, are expected to be guided by the following values framework which represents the values held in common by the whole school community. The teaching of Sex and Relationship Education will encourage students to:

- Value and respect themselves
- Value and respect others for who they are, not for what they have or what they can do
- Value healthy sexual relationships which are based on mutual respect, care and goodwill
- Value and respect difference in people's religion, culture, sexual orientation, physical and mental ability and social background
- Value and respect their own and others' rights to make choices in sexual relationships after having accepted responsibility for considering the consequences of those choices
- Value stable and loving relationships for the nurturing of children and as the basis of a society in which people care for one another

The personal beliefs and attitudes of teachers will not influence the teaching of sex and relationship education in this school.

## **6. The organisation of Sex and Relationship Education**

The Head teacher is the designated teacher with responsibility for coordinating Sex and Relationship Education.

Sex and Relationship Education is taught within the PSHCE programme in the Early Years Foundation Stage and at Key Stages 1 and 2. Biological aspects of Sex and Relationship Education are taught within the Science curriculum and some moral aspects are taught within the Religious Education curriculum. Sex and Relationship Education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors.

A range of teaching methods which involve children's full participation are used to teach Sex and Relationship Education. These include use of small group work, media, discussion, case studies, drama and role-play. Ground rules and distancing techniques are used to establish a safe environment to facilitate discussions and students are encouraged to reflect on their learning.

Sex and Relationship Education is usually delivered in mixed gender groups. However, there may be occasions where single gender groups are more appropriate and relevant.

## **7. Learning outcomes for Sex and Relationship Education within the school**

The following learning outcomes guide the teaching of SRE in this school: ( see learning outcomes in OfSTED Sex and Relationships, OfSTED (2000) [www.ofsted.gov.uk/publications](http://www.ofsted.gov.uk/publications) as a basis for planning the school's SRE programme )

### **Early Years Foundation Stage**

Children learn about the concept of male and female and about young animals. In on-going PSHE work, they develop skills to form friendships and think about relationships with others.

**By the end of Key Stage 1** pupils will:

- have had opportunities to gain knowledge and skills necessary to build and maintain healthy relationships
- have considered the effect of their behaviour on other people and identify and respect differences between people
- have discussed different ways in which family and friends care for one another
- be able to explain ways of keeping clean
- be able to name the main parts of the human body
- be able to explain that people grow from young to old

## **Key Stage 1**

Through work in science and PSHE lessons, children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health.

In Citizenship children reflect 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.

They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

### **By the end of Key Stage 2 pupils will:**

- have had the opportunity to express their views and respect those of others
- have discussed some of the bodily and emotionally changes that occur at puberty and how to deal with these in a positive way
- have practiced skills in making judgements and decisions
- be able to list some ways of resisting negative peer pressure around issues affecting their health and well-being
- have considered different types of relationship (for example marriage or friendships)
- have discussed ways in which people can maintain good relationships (for example listening, supporting, caring).

## **Key Stage 2**

In science children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby in years 5 and 6. Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene.

In RE and Citizenship, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

Sex and Relationship Education should focus on the development of skills and attitudes not just the acquisition of knowledge.

### **8. Use of visitors**

Visitors to school, such as parents, health professionals and members of voluntary organisations, may be invited to plan and contribute to Sex and Relationship Education lessons. They will be given a copy of this policy and will be expected to work within the values framework described within. The Head

teacher will ensure that the visitors' contributions to lessons are in line with the learning outcomes of the school's Sex and Relationship Education programme. A teacher will be present during the lesson.

### **9. Teaching methodology**

The school is committed to employing active learning methods which involve children's full participation. It is essential that schools can help children develop confidence in talking, listening and thinking about sex and relationships. Before starting Sex and Relationship Education lessons ground rules are discussed and agreed with the children. These ground rules will help the teacher create a safe environment which will minimise any embarrassment the children might feel and will discourage inappropriate personal disclosures.

Most lessons will be taught to full classes, with gender groups for certain topics as deemed appropriate.

- **Ground rules** help to create a safe environment for both teacher and pupil. They should be established with each class before Sex and Relationship Education lessons commence.
- **Distancing techniques** help to avoid embarrassment and protect privacy. Role play, case studies with invented characters, appropriate videos, etc. can help children to discuss issues in a depersonalised, safe environment.

### **10. Dealing with questions**

Clear boundaries for questioning are established and ground rules set as to what is appropriate and inappropriate, personal questions are not answered. If a teacher is asked a question that is too explicit, is age inappropriate for the child or whole class or raises questions about sexual abuse, then it should be acknowledged with a promise to attend to it later on an individual basis. If a question is raised that alerts a member of staff that a child is at risk of sexual abuse school protection procedures should be followed. As the range of understanding may be considerable, a three level response to questions is advised:

1. Answer in class for all children to hear
2. Answer one-to-one away from other children
3. Refer back to parents/carers, with the child's consent, to establish their willingness to have their child's question answered.

### **11. Terminology**

OfSTED guidance recommends that it is important for children to learn the language associated with body parts so that children are able to talk to health professionals. Therefore, teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people.

### **12. Special Educational Needs**

At The Hampshire School, Chelsea, teaching and resources will be differentiated as appropriate to address the needs of children with special educational needs in order for them to have full access to the content of Sex and Relationship Education. Differentiation for children with Special Educational Needs should be planned for in terms of:

- Learning objectives
- Activities
- Teaching methods
- Resources

Activities should be broken down into small steps, giving children achievable goals and enabling teachers to monitor progress. Teaching assistants should support in ways appropriate to the needs of the individual. They should also be aware of the objectives of the lesson and activity.

### **13. Equal Opportunities**

The pupils at The Hampshire School, Chelsea represent different cultures and nationalities, it is our aim to provide a Sex and Relationship Education programme which is accessible to all our children, regardless of race, gender, ability, culture or religion. Materials and resources for lessons should be chosen carefully avoiding stereotypical images. Teaching activities are aimed to ensure that they engage both boys and girls and at times single sex groups might be appropriate.

### **14. Confidentiality and Child Protection**

In compliance with the school's Safeguarding Policy, staff can reassure pupils that their interests will be maintained and encourage and allow children to talk but are not able to ask leading questions in order to gain more information. Teachers must not guarantee complete confidentiality and must inform the pupils if information is to be passed onto another member of staff. Pupils should be informed of sources of confidential advice. Any concerns about child protection must be discussed in the first instance with the DSL or, in her absence, a Deputy Safeguarding Lead. Any suspicion of sexual abuse, either now or in the past, must be referred to the Designated Safeguarding Lead immediately.

### **15. Withdrawal of students from Sex and Relationship Education and complaints procedure**

Under the 1993 Education Act, parents have the right to withdraw their children from all or part of the school's Sex and Relationship Education programme except those in the statutory National Curriculum, (biological aspects of human growth and reproduction). The school will inform parents/carers when aspects of the Sex and Relationship Education programme are taught. A slip will be attached to the letter giving the parents the option to withdraw their child which must be returned to the class teacher. If parents want to withdraw their child/children from our Sex and Relationship Education programme then this must be discussed with the class teacher and when appropriate the Head teacher.

Any complaints about the content or delivery of Sex and Relationship Education should be addressed to the Head teacher.

#### **16. Links with other policies**

- PSHE
- Equal Opportunities
- Child Protection
- Behaviour, Rewards and Sanctions
- Anti-Bullying