



## **SEX & RELATIONSHIP POLICY**

<b>LAST REVIEW NEXT</b>	<b>October 2019</b>	<b>REVIEW PERIOD</b>	
<b>NEXT REVIEW DATE</b>	<b>October 2020</b>	<b>OWNER</b>	
<b>TYPE OF POLICY</b>		<b>APPROVAL LEVEL</b>	

## **What Is Sex and Relationship Education?**

Sex and Relationship Education is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

## **Principles and Values**

In addition we believe that SRE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be set within this wider Centre context that supports families. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches, including sexual orientation, without promotion of any particular family structure. We consider the important values are love, respect and care for each other.
- In the Centre we aim to encourage pupils and teachers to share and respect each other's views. We aim to generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment.
- Recognise that parents/carers are the key people in teaching their children about relationships, growing up and sex.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, other mentors or advisers.

**Personal Development and Relationship Education in our school has three main elements:**

### **Personal and Social Skills**

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- learning to make choices with an absence of prejudice
- developing an appreciation of the consequences of choices made
- managing conflict
- empower pupils with the skills to be able to recognise inappropriate/ uncomfortable situations and/or behaviours with their peers and adults

### **Attitudes and Values**

- learning the importance of values, individual conscience and moral choices
- learning the value of stable and loving relationships
- learning about the nurture of children
- demonstrating the values of respect, love and care
- exploring, considering and understanding moral dilemmas
- developing skills including negotiation and decision-making

## **Knowledge and Understanding**

- learning and understanding physical and emotional development at appropriate stages
- understanding physical and emotional changes and the development of relationships
- learning about reproduction, human sexuality and personal health
- learn about where to go for help or advice in school and how to access a range of local and national support agencies

## **Aims**

The aim of Personal Development is to provide balanced factual information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our approach aims to prepare pupils through an age and maturity appropriate curriculum, which will prepare them for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others
- understand the consequences of their actions and behave responsibly within developing relationships
- avoid being pressured into uncomfortable or dangerous situations
- communicate effectively by developing appropriate terminology for sex and relationship issues
- develop awareness of their sexuality, understand differences and promote equality and diversity
- have sufficient information and skills to protect themselves from infection
- be aware of sources of help and acquire the skills and confidence to access health advice and support

Personal Development is at the heart of the curriculum. Pupils who are on the role of the Centre have very low self-esteem and have little sense of self-worth. As such they are vulnerable in society and need the opportunity to see that they can make an impact on the world and that they are free to choose things in life.

Staff take every opportunity to promote Personal Development and the nurturing environment of the Centre helps the pupils to understand that they are manageable and likeable individuals.

## **Inclusion**

### **Ethnic and Cultural Groups**

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents/carers to discuss any concerns with class teachers.

## **Vulnerable Pupils**

We will ensure that pupils receive age appropriate sex and relationship education, and we will offer provision appropriate to the particular needs of all our pupils, taking specialist advice where necessary.

## **Sexual Identity and Sexual Orientation**

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support.

## **Right of Withdrawal of Pupils from Sex and Relationship Education**

**Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the statutory National Curriculum (i.e. in Science lessons).** We would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with class teachers at the earliest opportunity.

## **Confidentiality and Safeguarding**

It should be made clear to pupils that all adults in school cannot guarantee absolute confidentiality. This should be made clear when forming the class Ground Rules.

A child under 13 is not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under 13 is very serious and should be taken to indicate a risk of significant harm to the child. Cases involving under 13's should always be discussed with the nominated child protection lead.

Under the Sexual Offences Act, penetrative sex with a child under the age of 13 is classed as rape. Therefore, in all cases where the sexually active young person is under 13, a referral should be made to Social Care Direct identifying the young person, and the sexual partner if known. Following this, a Strategy Meeting or discussion will be held. The meeting will involve a Team Manager, Social Worker, Police, Health Worker, Education and Welfare and other relevant agencies, to discuss appropriate next steps.

Where the allegation concerns penetrative sex, or other intimate sexual activity occurs, there would always be reasonable cause to suspect that a child, whether girl or boy, is suffering or likely to suffer significant harm. All cases involving under 13's should be fully documented including detailed reasons why decisions were made not to share information.

Health professionals in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse.

## **Monitoring and Evaluation of Personal Development**

It is the responsibility of the Headteacher and Leadership Team to oversee and organise the monitoring of the curriculum, in the context of the overall school plans for monitoring the quality of teaching and learning.

This policy was developed in response to Sex and Relationship Education Guidance DfES 2000, the National Teenage Pregnancy Strategy and National Healthy Schools Programme.