

## **SEX AND RELATIONSHIP POLICY**

The policy applies to the whole school including EYFS. Updated September 2020

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# **SEX AND RELATIONSHIP POLICY**

By way of introduction:

- i. The school and this policy has regard to guidance under section 80A of the Education Act 2002. The school is also familiar with the 1996 Education Act as well as the current legislation, particularly Relationship and Sex Education & Health Education regulations 2019. (Children & Social Work Act 2017)
- ii. The school, comprising around 200 pupils, is one containing many religions (Jewish, Muslim, Hindu, Christian, Sikh, Buddhist), beliefs, ethnicities (Pakistani, Indian, Chinese, Turkish) and this is reflected in the school's policy documents.
- iii. The school is aware that whilst it is required to have a relationship policy it is not required to include sex education thus certain issues will not be specifically included in its policies, for example, abortion.
- iv. The school appreciates relationship education is compulsory as in Personal, Social, Health and Economic Education.
- v. The policy applies to all children, including EYFS and children with SEND, regardless of their sex, race or disability (as outlined in the Equality Act 2010).
- vi. All teaching is sensitive and age appropriate in its approach and content.

## **What is Relationship Education?**

Relationship education teaches the fundamental building blocks of positive relationships, focusing on friendships, family relationships and relationships with other peers and adults.

## **Aims and Objectives**

Many of the aims the school strives to achieve are inter-related and are bound up in the fabric of the school. Naturally, the programme will be delivered to all pupils including EYFS as well as SEND. Nevertheless, however, a number of specific objectives can be more specifically stated:

- i) To emphasise the importance of treating others with respect and understanding, "Treat others in the manner you would like to be treated."
- ii) To teach the children to listen to the views and beliefs of others and be able to discuss such views in a sensible and mature manner.
- iii) To provide the children with the self-confidence to express their views and to participate in discussions particularly the confidence to question where appropriate and to initiate conversations.
- iv) To encourage the pupils to discuss and consider a range of social and moral dilemmas.
- v) To develop decision making skills emphasising the importance of critical thinking and the importance of logical argument based on factual information and not unsubstantiated assertions.
- vi) To show the importance of stable and loving relationships in forming the basis of personal happiness and emotional and intellectual development.
- vii) To understand that as the pupils grow older they undergo physical and emotional changes.
- viii) To provide appropriate information relevant to the needs, age and maturity of the pupils.
- ix) To develop the skills and knowledge to maintain a healthy lifestyle.
- x) To develop a moral code of values – honesty, kindness, trustworthiness etc.
- xi) To make sure that the pupils are made fully aware of the danger of mass media.
- xii) To give the children the confidence to discuss with a member of staff when they know or suspect something is wrong.

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## **Content of the programme**

Many of the aims and objectives of the policy are achieved in the wider curriculum presented to the children. To give examples:

1. Aim (iii) is achieved through drama lessons commencing in Reception.
2. Aim (vii) is achieved via the science programme.
3. Aim (ix) is achieved through the comprehensive games programme.
4. Aim (xi) is achieved through the comprehensives information technology programme.
5. Aim (iv) is achieved not only in the ethics programme but practically in the charity work undertaken by the pupils.

The basis of the programme is, however, embodied in the school's comprehensive ethics programme. Thus, for example, over the years the pupils are taught about all the world's major religions on a practical level including visits to temples, synagogues, and churches and inviting speakers from major religions to talk to the children. A second example might be reference to the programme followed in Year 6 when pupils are presented with a series of situations that require an analysis of the situation and to provide logical answers when the stress is not on conclusion, but on the manner how the conclusion is reached.

## **Who teaches the programme?**

All teaching is by the subject teacher; at the school the teachers have specific roles – science, drama, games. Valued members of the community are invited to contribute to the programme. For example: An experienced school nurse gives valuable support to the sex education programme in Year 6 including separate talks to boys and girls. A member of the local police gives talks on the dangers of social media.

## **How the programme is taught**

All teaching is in classes of maximum size of 18. All classes are mixed classes – sex and ability. The only exception is in Year 6 when on occasion the boys and girls are spoken to separately by a member of staff/Deputy Head when considered appropriate.

## **Assessment and Evaluation**

The nature of the subject matter does not fit a strict formal assessment. For example, how does one measure increased self-confidence. The school has put into place a programme of continuous assessment. Regular comments will be made on a range of pupils' performance – enthusiasm, response to questioning, contribution to class discussion, willingness to listen to the views of others. On the completion of a topic a score of 1-3 will be noted. A level of excellence will be marked 1, a level considered good will be marked 2 whilst 3 will reflect the minimum of effort. At the end of the academic year a summative comment will be made.

The ultimate responsibility of the subject rests with Mrs Busby. There is, however, a continual evaluation of the programme which involves all the teachers responsible for the delivery of the subject. The result is that there are frequent adjustments to the subject content in the light of experience. It is a genuine 'living' programme.

This policy is available on the school website and a free copy is provided to anyone who asks for it.

## **Parents**

Parents are fully aware of the school's curriculum which is readily available for parents to peruse. The school does not accept pupil withdrawal from the relationship programme which is embedded throughout the school. It is the school policy to include all children, regardless of gender, race and ability, to take part in all aspects of school life.

In Year 6, when 'changing bodies' is taught, a letter is sent to parents giving them the option to 'opt out' of the lessons. In this instance, the parents would have discussion with the headmaster or deputy head which will be recorded and kept in the first aid records in the office. If a child is withdrawn, they will receive a purposeful education for the lesson time.