



Sex and Relationships Education Policy

Date Written	Reviewed	Approved by Governors on	Signature of PDB&W Chair	Next review
April 2016	March 2019	March 2019		April 2021

Alston Moor Federation

Policy on Sex and Relationships Education

Alston Moor Federation is committed to being a fully accessible and inclusive organisation welcoming and respecting the diversity of its pupils, staff, community and visitors to the school.

Rationale

The importance of all different types of sexual relationships in our lives is such that sex education has a crucial role to play in preparing children for their lives now and in the future as adults and parents. In sex education, learning information about the physical aspects of sex must be complemented by learning about wider family life and the exercise of personal responsibility towards other individuals and the broader community.

In all areas of human experience a good base of knowledge and understanding is deemed necessary for informed opinions and decisions to be made- human sexuality is no exception. It is vital that students receive effective sex education before they become sexually active or put themselves at risk in other ways. It is also vital to correct prejudice and misinformation which may affect relationships with others both now and in the future.

Guidelines

In drawing up the Schools' policy due regard has been given to:

- Consultation with parents, governors, teachers, students, school nurse and others in the local community.
- The issue of content, organisation, methodology, resources, outside speakers, the explicitness and presentation of their material (including the presence or intervention of teachers as appropriate).
- Encouraging students to have regard to moral considerations and to appreciate the value of a stable family life, self- restraint, dignity, respect and to behave responsibly in sexual matters.

Aims and Objectives

1. To provide accurate information and to enable young people to make responsible and informed decisions.
2. To help and support young people through their physical, emotional and moral development.
3. To help young people to develop the skills and understanding they need to live confident, healthy and independent lives.
4. To help young people to understand difference and to respect both themselves and others; to prevent and remove prejudice.
5. To promote the spiritual, moral, social, cultural, mental and physical development of young people at the school, and to help prepare them for the opportunities, responsibilities and experiences of adult life.
6. To enable young people to understand human sexuality in all its forms and to respect themselves and others.
7. To give schools ownership of policy and practice through whole school approach, in consultation with parents and governing body.
8. To build self esteem and confidence.
9. To equip children with communication and decision making skills
10. To develop relationship skills.

Staff

Sex and Relationships Education at **Alston Moor Federation** will be inclusive and will match the needs, maturity and ability of teaching groups wherever possible. This area of the curriculum will only be taught by teachers that pupils of all ages know and trust and not by a supply teacher.

In Key stage 1, the focus will be on children being able to understand the importance of:

- Self esteem, The concept of growth and change, Showing respect, Relationships – family, friends, understanding others and respecting differences, Feelings, Knowing the correct names for the external parts of the body, including sexual parts, Personal hygiene, Knowing places that are safe and where to go for help, Making safe choices – saying no, when to keep a secret, when to tell, Knowing that we have rights over our own bodies

In Key stage 2

- Life changes, Self esteem, Respect for their own and others bodies, Recognising risk/making safe choices – who has access to their bodies?, Resisting unwanted peer pressure, The influence of the media, How to access help, Feelings and emotional change (linked to puberty), Bullying, Relationships (family, friends, love, marriage) including LGBT relationships, Understanding differences, Preparation for sexual maturity and the process of conception and birth, How changes at puberty affect bodily hygiene

In Key Stage 3/4

- Biological human reproduction and development will be taught in National Curriculum Science.
- Other aspects of SRE will be delivered as part of a discrete, timetabled PSHE programme.

When delivering SRE teachers and tutors will try to:

- Avoid bias and sensationalism
- Use a variety of teaching styles and resources, including outside agencies.
- Develop an atmosphere where questioning and discussion, including LGBT issues, can take place freely without embarrassment.
- Provide accurate factual knowledge.
- Promote an awareness of the law.
- Promote a due regard for the value of 'family life' in its various forms without undermining those who live outside the traditional family unit.
- Explore moral issues and values without judging the values of others.
- Pay proper regard to the need for respect, dignity, tolerance, the protection of the vulnerable.
- Work to develop our sense of responsibility for self and for others.

Support for SRE

When and where appropriate use will be made of external agencies and expertise. If staff are worried about risky behaviour in certain year groups, outside agencies will be invited in to talk about relationships and sexual health.

The role of Parents

Is vital for the most effective programme of SRE. Every effort will be made to keep parents informed with an option to view the programmes of study and they will be encouraged to enhance that part of SRE provided by the school by continuing the discussions at home.

Parents do have the right to withdraw their child for SRE should they wish to do so.

Support and Training

The governors acknowledge that the effective teaching of SRE, within the PSHE framework, requires particular skills and expertise. All staff will have the opportunity to attend awareness raising sessions and to discuss whole-school issues. Those staff with specific responsibility for delivering the programme will be consulted as to their particular training requirements, and access to these will be through CPD, LIN etc. It is essential that those teachers delivering the programme are confident in their abilities, and in the support offered by this policy. Governors will also be offered an annual opportunity to be updated on any changes and developments.

Links to other Policies and Documentation

The SRE policy, with the Drugs Education Policy, forms part of the PSHE policy.

See also

- Child protection
- Confidentiality
- Behaviour
- Equal opportunities
- Health and safety

Signed by _____ **(Governors)**

Signed _____ **(Headteacher)**

Date _____