



Houghton Conquest Lower School and Pre-School

Sex and Relationships Policy

Sex and Relationships Education (SRE) describes the teaching and learning we offer to the pupils in our school, helping them to understand their own and others' sexuality and to develop skills for relationships. We believe that SRE is the entitlement of all pupils and we are committed to deliver it, within the context of a broad and balanced programme of PSHE education.

We do however recognise that the pupils in this school are under nine years old. Any questions asked by pupils about human sexuality will be dealt with sensitively by the staff, in a manner that is appropriate for their age and maturity.

Aims

SRE in this school will contribute to the requirements of the DFEE Guidance (2000), the recommendations from the OFSTED report, 'Sex and Relationships' (2002), and will be firmly rooted within the framework for PSHE (QCA PSHE 2000). It is also in line with recommendations for best practice.

In our school we aim, through implicit and explicit learning experiences to:

- Learn about physical, moral and emotional development, in order to understand the importance of marriage for family life, stable and loving relationships, respect, love and care.
- Ensure that Sex and Relationships Education is integrated into the PHSE curriculum and not isolated, taken out of context or over emphasised in any way.
- Foster self-esteem and respect for others, and their own bodies, as the corner stone of good health education and therefore of good sex and relationships education.
- Ensure sensitive support for young people as they physically develop, mature and grow into adults.
- Ensure young people have the ability to accept their own and others' sexuality.
- Encourage young people to enjoy relationships based upon mutual trust and respect, free from any abuse (support young people with what they should do if they are worried about any abuse or sexual matters).
- Generate an atmosphere where questions and discussions on sexual matters can take place without embarrassment.
- Adopt a whole school approach to SRE.
- Promote the spiritual, moral, cultural, mental, physical and social development of pupils at the school and in the local community and the importance of family life.
- Prepare pupils for the opportunities, responsibilities and experience of life.

The Role of Parents

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about the school's sex education policy and practice.
- Answer any questions that parents may have about the sex education of their child.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school.

Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

Delivery

SRE is planned within the Science, PSHE and RE curriculum: addressing moral and ethical issues, which may arise from apparently unrelated topics in all National Curriculum subjects. Within this category, as long as any discussion takes place within the context of the National Curriculum subject, it will not be deemed part of the SRE programme and therefore not subject to the parental right of withdrawal.

Teaching Approaches

A variety of approaches are used to give pupils relevant information; to enable moral issues to be explored through discussion; and to acquire appropriate skills. Details can be seen in the full scheme of work for PSHE. The objectives of the Puberty Delivery will be set after prior consultation with the pupils involved and will be relevant to that particular group of pupils.

Pupil Groupings

Teaching will be in mixed ability groupings but when appropriate, in single sex groups. In these circumstances, both boys and girls will be subject to the same information.

Assessment

Pupil's progress and learning in SRE will be regularly assessed against the lesson outcomes using a variety of methods.

Confidentiality and Advice

Further information is provided in the Confidential Information Policy.

This will include:

- Making sure that pupils, parents and carers are aware of the School's Confidentiality Policy and how it works in practice.
- Reassuring pupils that their best interests will be maintained.
- Encouraging pupils to talk to their parents or carers and giving them support to do so.
- Ensuring that pupils know that teachers cannot offer unconditional confidentiality.
- Reassuring pupils that, if confidentiality has to be broken, they will be informed first and then supported as appropriate.
- If there is any possibility of abuse, the school's Child Protection Procedure will be followed.

Monitoring of School Policy and Practice

Monitoring of this policy will be carried out by the Behaviour and Welfare Team and reviewed bi-annually by the Governing Body.