



# SPRATTON HALL

## **Relationship and Sex Education Policy**

September 2022

## RELATIONSHIP AND SEX EDUCATION POLICY

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| Title: Relationship and Sex Education Policy | Responsible: SJSC / CJB / CMW |
| Date implemented: August 2010                | Last Review: September 2022   |
|  | Next Review: September 2023   |

### Statement

Relationship and Sex Education will form part of the curriculum at Spratton Hall.

### Philosophy

Relationship and Sex Education is a developmental process throughout life; it begins in the early years and it is the school's philosophy that Relationship and Sex Education should be an integral part of the whole school curriculum. Sex and Relationship Education forms part of the wider curricular theme of Personal, Social and Health Education.

### Aims for Sex and Relationships Education

We do not wish to just present children with a body of knowledge of biological facts, indeed, we wish to develop a range of skills and attitudes that will prepare children for healthy and fulfilling relationships. We intend to give children the knowledge which is appropriate to their lives and development within the context of loving and caring relationships. Relationship and Sex Education will involve the development of skills and exploration of attitudes, values and emotions and will encourage children to develop an awareness of and respect for themselves and others.

### Organisation

Relationship and Sex Education will be taught throughout the school from Reception to Year 8, the content and teaching in a manner appropriate to the maturity of the children. It will be taught as an integral part of the curriculum by the class teacher / subject teacher / tutor / PSCHE coordinator.

### Use of Visitors

Spratton Hall acknowledges the importance of the wider community and where appropriate, the school may use the services of visitors and outside agencies, e.g. the school nurse, but these visitors should work within the framework of this policy and the class teacher should always be present.

### Relationship and Sex Education Objectives

By the end of Pre-Prep children should:

- understand the need for caring and sharing and how this helps animals and humans grow and thrive
- understand they have a right over their own bodies
- understand the concept of the family and there are different types of human family, e.g. one parent, foster families
- have simple basic understanding of how the body works
- understand that nature has life cycles
- understand that there are differences in human development, including differences brought about by disability
- understand the differences between male and female

By the end of Year 8 children should:

- begin to take responsibility for the personal safety of themselves
- have knowledge of body systems and how they relate to each other
- acknowledge the importance of other people's feelings
- have knowledge of puberty and reproduction, including human reproduction

### **Children with Special Educational Needs**

Inclusion is seen as fundamental to both the planning and delivery of all work within the curriculum. The work is matched to the age and maturity of the pupils and due regard is given to children with SEN requirements.

### **Protected Characteristics**

In teaching RSE, the school will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. We will ensure that we comply with the relevant provisions of the [Equality Act 2010](#) and [The Equality Act 2010: advice for schools](#), under which sexual orientation and gender reassignment are amongst the protected characteristics.

We will ensure that all of our teaching is sensitive and age appropriate in approach and content.

### **Teaching and Learning Styles**

It is recognised that the delivery of Relationship and Sex Education needs to be largely active and interactive. A range of teaching styles will be employed including individual / paired / group work, circle time, role-play and reflective learning to ensure effective lessons. Teachers will share learning intentions with the pupils at the beginning of each lesson and reflect upon these during the plenary. The teachers will use a range of distancing and depersonalising techniques within their teaching of Sex and Relationships Education. Discrete time will be given for the teaching of Sex and Relationships Education.

### **Child Protection**

The possibility that Relationship and Sex Education might be the trigger for the disclosure of Child Protection issues has been acknowledged. As matters arise staff should consult the procedures laid out within the Safeguarding Policy.

### **Dealing with sensitive issues**

The school recognises that parents / guardians are the key figures in helping their children to cope with the emotional and physical aspects of growing up and in preparing them for the challenges and responsibilities which sexual maturity brings. We hope the teaching we offer is complementary and supportive to the role of the parents. Inevitably there will be occasions when questions are broached that are outside the remit of the scheme of work. The 1993 Sex Education Act states that when sensitive issues are raised teachers must exercise their discretion and judgement. Further guidance is contained in the July 2000 DfEE circular 116/2000 and this will form the basis of such decisions. However, as professionals, staff may feel it is inappropriate to respond. In this instance parents will be consulted to determine a mutually acceptable course of action.

### **Parent Involvement**

The Relationship and Sex Education is the result of a partnership between school and home and is not intended to replace guidance or advice given at home but to supplement and broaden the understanding of the pupils. The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

Spratton Hall will work closely with parents when planning and delivering these subjects. The school will ensure that parents know what will be taught and when, and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE (see below).

Parents will be given every opportunity to understand the purpose and content of Relationships Education and RSE. Parents will be either invited to a preview evening of our RSE programme or written to to explain. This effective communication and opportunities for parents to understand and ask questions about the school's approach will help to increase confidence in the curriculum.

### **Right to Withdraw Children from Lessons**

Parents have the right to withdraw their children from any or all parts of a school's programme of Relationship and Sex Education other than those which are required by the National Curriculum Science Order. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request, the Headmaster will discuss the request with parents and, if appropriate, with the child to ensure that their wishes are understood and to clarify the

nature and purpose of the curriculum. The Headmaster will want to document this process to ensure a record is kept.

Unless the Head Master / Head of PSCHE / Head of Pastoral Care / Class Teacher, receives a letter or has a meeting with parents to the contrary, the programme will be delivered. It is hoped that parents will feel able to discuss any misgivings before taking the step to withdraw. The resources used and the policy will be available for perusal or loan on request.

### **Monitoring Sex and Relationship Education**

It is the responsibility of the Head of PSCHE in consultation with the teaching staff to ensure that the scheme of work matches the needs of the pupils, providing progression throughout the school. INSET will be delivered according to the needs of the staff members.

### **Evaluating the Scheme of Work**

It is the responsibility of the teaching staff to evaluate the lessons taught and feedback to the Head of PSCHE in consultation with SMT to make any necessary changes to the Scheme of Work.

### **Review**

This policy will be reviewed on a yearly cycle by the Head of PSCHE, Head of Pastoral Care and Head Master.