

## **Sex and Relationship Education Policy**

### **Statutory requirements**

S&RE is not compulsory in primary schools. However, primary schools are required to teach the elements of sex education contained in the science curriculum. At Royal Cross, we believe that it is essential that we help to prepare our children to make informed and knowledgeable choices as they grow and develop.

If primary schools do teach S&RE, they must have due regard to the [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#). Royal Cross Primary School acknowledges this duty and offers a well-planned programme of Sex and Relationship Education within the context of pupils' overall development needs.

Government guidelines state that Sex and Relationship Education is learning about physical, moral and emotional development, teaching about sex, sexuality and sexual health and understanding mutual respect, love and care and the importance of marriage for family life and stable and loving relationships.

At Royal Cross, we teach S&RE as set out in this policy.

### **Policy development**

This policy has been developed in consultation with staff, pupils and parents and should be read alongside the PHSE and other associated Policies. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – the policy is published on the web site and parents are invited to review and feedback any comments about the policy. Paper copies are available from the school office upon request.
4. Ratification – once amendments were made, the policy was shared with governors and ratified

### **Definition**

S&RE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

S&RE involves a combination of sharing information, and exploring issues and values using language appropriate to our deaf pupil's language understanding and development.

**S&RE is not about the promotion of sexual activity.**

## **Aims**

The aims of Sex and Relationship Education (S&RE) at Royal Cross School are to:

- Provide a framework in which sensitive discussions can take place
- To provide pupils with the information and opportunities they need to develop understanding of all developmental areas in preparation for their future lives.
- To prepare pupils for the physical and emotional challenge of growing up and give them an elementary understanding of human reproduction.
- To ensure that when pupils transfer to secondary placement they have the language and knowledge to survive in a mainstream playground and are aware of the relative appropriateness of the language used.
- To provide pupils with a platform of knowledge and skills upon which secondary school sex education can build as the child continues to mature physically and emotionally.
- To ensure that pupils have the knowledge and understanding to identify what constitutes abuse, know what they should do about it and have the relevant communication skills to do so.
- Use Deaf role models whenever possible using BSL to ensure understanding in pupil's preferred mode of communication.

## **Considerations**

- Age and developmental stage of pupils
- Multicultural issues
- Organisation and delivery
- Communication ability and requirements
- Special needs
- Child Protection issues

## **Age and developmental stage of pupils.**

Great care should be taken to match sex education provided to the maturity, both physical and emotional, of pupils and this may not always correspond to chronological age. It should take account both of their capacity to absorb sensitive information and the extent to which it is essential for them to have information at that point in their development. In the early stages information may be of a very simple introductory nature leading to more specific areas of personal development appropriate to pupils' age and level of understanding. Teaching modesty and socially acceptable behaviour can start with basic rules and lead to an encouragement of a more sophisticated understanding of morals and differing values in society/other cultures.

## **Multicultural Issues**

Our school population draws from a number of different ethnic and cultural groups including Muslim and Hindu. Questions should be answered sensitively and due consideration should

be given to any particular religious or cultural factors and to parent's wishes, acknowledging the existence of differing family attitudes.

## **Delivery of S&RE**

Organisation and delivery of S&RE will usually be taught to the whole class and this is usually mixed. In certain circumstances, it may be preferable to organise single sex groups and Deaf staff will be involved where appropriate.

The school curriculum has a duty to provide for the spiritual, moral, cultural, mental and physical development of pupils and to prepare them for the opportunities, responsibilities and experiences of adult life.

S&RE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. Biological aspects of S&RE are taught within the science curriculum, and other aspects are included in religious education (RE). S&RE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of S&RE are taught within the science curriculum, and other aspects are included in religious education (RE).

## **Content of the programme**

Specific knowledge and attitudes expected at KS1 and KS2 have been outlined – see schemes of work for PHSE and Science.

### **General Content**

- All staff should be clear about what constitutes the general content of the S&RE programme
- Staff should cover this information in whatever way they feel is most appropriate for their class, with due regard for pupils who are working at earlier developmental levels.
- The range of delivery includes an incidental approach, an integrated approach through topic work, specific teaching either as a separate subject or within other subjects, or a combination of approaches.
- Sex and Relationship Education forms part of the whole school curriculum – PSHE, education for citizenship and spiritual and moral development.
- Teachers must exercise their discretion and judgement in dealing with particularly explicit issues raised by an individual and may wish to introduce strategies such as an anonymous question box in order to be able to address these issues effectively.
- In the event of "inappropriate" questions teachers may wish to consult with parents to determine how they would like the matter to be handled. If parents wish, they can respond individually outside class. In exceptional circumstances where the child may appear to be distressed or in danger, it may be appropriate to speak individually to the child before consulting parents in order to clarify the basis for concerns. Advice on procedure in these instances should be sought from the Headteacher.
- Where there is a risk that the teacher might be compromised they should be accompanied by another member of staff.

- Issues related to Child Protection must always be referred to the DSL, who in this case is the Headteacher.

### **Communication ability and requirements.**

Language acquisition and development of communication ability depends, for many pupils on access to a signing environment. When there are communication difficulties with very young pupils, special needs or language disorders, or where signing is not used in the home or where English is the parents second language, opportunities to discuss aspects of growing up are severely restricted.

Pupils may also lack opportunities to 'pick up' information in the usual way yet they are still exposed visually to various experiences, through social media, TV and online. Pupils at Royal Cross need to be provided with the correct information and a communicative appropriate framework for understanding what they see in order to increase awareness of underlying considerations and repercussions.

- Teachers need to provide pupils with the relevant vocabulary and communication skills for asking questions, discussing issues, finding out information, expressing feelings, discussing changes, choices and dangers.
- Pupils need to be able to express complaints in the interests of their own safety.
- Information must be made clear and this may mean that it must be made more visual.
- Teachers need to be sensitive to what is socially acceptable and balance the need for explicitness with propriety, presenting facts plainly with due regard to the complexity of a range of family, religious and cultural considerations.
- The development of appropriate communication skills and overall linguistic development can overcome problems in understanding.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

### **Special Needs**

Sex and Relationship Education Policy must also include expectations for pupils with special needs. Teachers of such pupils have a particularly sensitive role to play in the realm of Sex and Relationship Education. Children with learning difficulties are entitled to the same opportunity as other children to benefit from Sex and Relationship Education. They may

need more help than others in coping with growing up and also in learning what sorts of behaviour are and are not acceptable and in being warned and prepared against unacceptable behaviour by adults. Some parents may find it difficult to come to terms with the idea of their children becoming sexually active someday. Some pupils with special needs may develop sexual feelings at an early stage and lack the level of linguistic development and appropriate communication skills to be able to cope easily with discussion about related issues as well as lacking self-control to inhibit their instincts or an awareness of acceptable behaviour. Sex and Relationship Education needs to be handled carefully and delivered in the way most appropriate to pupils developmental stage and individual needs.

### **Child Protection Issues**

Sex and Relationship Education policy has a significant role to play with regard to child protection issues. Pupils need information about socially acceptable behaviour so that their own conduct is modest and so that they understand what is appropriate in dealing with others.

- Royal Cross School pupils are vulnerable due to their communication difficulties and the restrictions they may encounter in being easily understood.
- They must be provided with the knowledge and communication skills they need in order to recognise inappropriate behaviour and to have the necessary vocabulary and confidence to make a complaint if they suffer abuse.
- They need to know what is unacceptable and to be able to explain what has happened, persisting until they are understood/believed by someone in a position to help.
- Staff should follow the school's Child Protection procedures in cases of suspected abuse.

### **Roles and responsibilities**

#### **The Governing Board**

The Governing Board will approve the S&RE policy, and hold the Headteacher to account for its implementation.

#### **The Headteacher**

The Headteacher is responsible for ensuring that S&RE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of S&RE.

#### **Staff**

Staff are responsible for:

- Delivering S&RE in a sensitive way
- Modelling positive attitudes to S&RE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of S&RE

Staff do not have the right to opt out of teaching S&RE. Staff who have concerns about teaching S&RE are encouraged to discuss this with the Headteacher.

### **Pupils**

Pupils are expected to engage fully in S&RE and, when discussing issues related to S&RE, treat others with respect and sensitivity.

### **Parents' right to withdraw**

Parents have the prime responsibility for helping their children cope with emotional and physical aspects of growing up and in preparing them for the challenges and responsibilities of sexual maturity. Whilst school policy should be supportive and complementary to the role and views of parents, it should also take account of communication difficulties which may be more acute in the home and recognise the opportunity which exists in school for using communication skills and the relationship with small groups of pupils to facilitate dealing with such issues.

However, in undertaking pastoral interest in the welfare and wellbeing of pupils we should never trespass on the proper exercise of parental rights and responsibilities. Arrangements can be made for parents to withdraw children from all or part of any non-statutory Sex and Relationship Education. The Sex and Relationship Education Policy, and the opportunity for discussion with the Headteacher, is available to parents on request.

Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action. School will provide alternative arrangements for supervision or teaching of any pupils whose parents exercise their right of withdrawal.

### **Training**

Training on the delivery of S&RE is included in our continuing professional development. The Headteacher will also invite visitors from outside the school, such as health professionals, to provide support and training to staff teaching S&RE.

### **Monitoring arrangements**

The delivery of S&RE is monitored by the Senior Leadership Team and the PHSE subject Leader through:

- Learning walks
- Evidence scrutiny
- Monitoring of planning
- Peer mentoring

Pupils' development in S&RE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the PHSE / SLT annually.

At every review, the policy will be approved by the governing board.