



# The Eliot Bank and Gordonbrock Schools Federation



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# Sex and Relationship Education Policy

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**Policy Agreed: January 2017**  
**Policy Amended February 2017 (Statutory definition of CSE)**

## **1. Introduction**

This policy follows the practice outlined in the publication “Sex and Relationship Education Guidance” (DfEE0116/2000).

*‘The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.*

*Pupils need also to be given accurate information and helped to develop skills to enable them to understand difference and respect themselves and others and for the purpose also of preventing and removing prejudice.’*

*Sex and Relationship Education Guidance” (DfEE0116/2000).*

Whilst the prime responsibility for bringing up children rests with parents, sex and relationships education aims to compliment and support the role of parents and values their views about its content and presentation. The PSHE framework will help pupils develop the skills and understanding they need to live confident, healthy and independent lives. It will play an important role, alongside other aspects of the curriculum and school life, in helping pupils deal with difficult moral and social questions

Staff and Governors take note of research indicating that teaching about sex and sexuality can do much to enable children to take responsible and informed decisions about themselves and others, and that they are significantly less likely to ‘experiment’ at an inappropriately early age. Some girls can be expected to start menstruation from the age of nine and so we consider that everyone should be prepared.

Please read this policy in conjunction with the [Safeguarding Policy](#) (peer on peer bullying), [Behaviour Policy](#) and [Inclusion Policy](#).

### **1. A Definition of SRE**

Sex and relationship education has three main elements:

1. Lifelong learning about physical and social development.
2. The understanding of the importance of family life in which stable and loving relationships demonstrate mutual respect, love and care.
3. The teaching of sex and sexuality.

## **2. Delivery of SRE Provision**

Every child is entitled to receive Sex and Relationship Education regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children.

It is our intention that all children have the opportunity to experience a programme of SRE at a level, which is appropriate for their age, and physical development with differentiated provision if required.

Much of the SRE curriculum is taught through National Curriculum Science objectives. These objectives are taught during science lessons.

Parents do not have the right to withdraw their child/children from the teaching of these objectives. Links are also made to RE, PSHE and Citizenship, English activities and Circle time.

In addition to the National curriculum for Science, our SRE programme follows the outline of the 'Christopher Winter Project' Curriculum.

EYFS	<ul style="list-style-type: none"><li>• To consider the routines and patterns of a typical day.</li><li>• To understand why hygiene is important.</li><li>• To recognise that all families are different.</li></ul>
Year 1	<ul style="list-style-type: none"><li>• To understand some basic hygiene principles.</li><li>• To introduce the concept of growing and changing.</li><li>• To explore different types of families.</li></ul>
Year 2	<ul style="list-style-type: none"><li>• To introduce the concept of male and female and gender stereotypes.</li><li>• To identify differences between males and females.</li><li>• To explore some of the differences between males and females and to understand how this is part of the lifecycle.</li></ul>
Year 3	<ul style="list-style-type: none"><li>• To explore the differences between males and females and to name the body parts.</li><li>• To explore different types of families and who to go to for help and support.</li></ul>
Year 4	<ul style="list-style-type: none"><li>• To explore the human lifecycle.</li><li>• To identify some basic facts about puberty.</li><li>• To explore how puberty is linked to reproduction.</li></ul>
Year 5	<ul style="list-style-type: none"><li>• To explore the emotional and physical changes occurring in puberty.</li><li>• To understand male and female puberty changes in more detail.</li><li>• To explore the impact of puberty on the body and the importance of physical hygiene.</li><li>• To explore ways to get support during puberty.</li></ul>
Year 6	<ul style="list-style-type: none"><li>• To consider puberty and reproduction.</li><li>• Consider physical &amp; emotional behaviour in relationships.</li><li>• To explore the process of conception and pregnancy.</li><li>• To have considered when it is appropriate to share personal/private information about yourself.</li></ul>

### **3. Child Sexual Exploitation (See Safeguarding Policy)**

**Statutory definition of Child Sexual Exploitation:** Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual.

Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Children throughout the school will be offered age appropriate guidance (within SRE lessons and as part of the informal curriculum to support them in developing an awareness of what safe social interactions feel like.

They will be taught to tune into their feelings so they can gauge when then may be in a risky situation.

Guidance will focus on promoting healthy interactions, positive relationships and independent self-care skills for children, and will enable teachers to alert children to the dangers of grooming and CSE in a way that respects their right to feel safe and that is appropriate for their age/stage of development. Topics explored will include, and not be limited to, touch which feels safe/unsafe, feeling safe, stranger awareness, recognising and assessing risk, and knowing how and where to get help.

### **4. The Organisation of Sex And Relationship Education**

Sex and relationship education is taught by classroom teacher. A range of teaching methods are used to teach sex and relationship education, including: discussion, looking at case studies, drama and role play. Resources to teach sex and relationship education include fiction and reference books.

#### **5.1 Equal Opportunities**

Sex and relationship education is usually delivered in mixed gender groups. However, there may be occasions where single gender groups are more appropriate and relevant.

## **5. Dealing With Day to Day Issues**

We recognise that children mature at different rates. They are exposed to a wide variety of influences outside the classroom, which can provoke difficult questions or comments to other children or adults. These comments can arise at any time, in or out of our school, on an individual basis, or in small or large groups. Staff will deal with these comments using their professional skill and discretion and should intervene with any necessary explanation or discussion, or not, as they consider it to be appropriate. Teachers will be aware that some children are more advanced than others of the same age and will act in the best interests of the group that they are dealing with. They will act with regard to any cultural and/or religious diversity of any given group. They may also consider whether or not to refer the matter to a child's parent's or to other members of staff, again with regard to the child's best interests. Although generally a child's confidentiality will be maintained, staff should act according to the school's Safeguarding Policy when appropriate to protect the safety of the child.

## **6. Involvement of Parents, Pupils and Staff**

Parents are informed that SRE lessons are forthcoming in writing, by means of a formal letter. Parents are encouraged to contact the class teacher should they have any concerns or need any further information and they are asked to notify the school in writing if they wish their children to be withdrawn from any or all such lessons.

## **7. Monitoring and Evaluation**

All teachers receive high quality Professional Development support for the schools PSHCE Team Leader to support their teaching of the SRE curriculum. Teachers are aware that further support is available from more experienced practitioners.

## **8. Right to Withdraw**

Parents have the right to withdraw their child from some or all the lessons incorporating our sex education programme. The Governors are aware that parents will hold many differing views on sex education. Parents will be notified in advance when these lessons are to be taught and will be informed about what they should do if they do not wish their child to participate.