

Sex and Relationships Policy

Our Vision

At Newfield Park our vision and values are at the heart of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens.

Our School Aims:

- Give information to staff, parents and carers, governors, pupils and outside visitors about the content, organisation and approach to teaching Sex and Relationship Education (SRE)
- Enable parents and carers to support their children in learning about SRE
- Give a clear statement on what the school aims to achieve from SRE, the values underpinning it and why it is important for primary school pupils
- Set out how the school meets legal requirements in respect of SRE
- Address the uncertainty about what sex and relationship education is, how it should be taught and who is responsible for providing it.
- Guide teachers on sensitive issues and confidentiality.
- Show how it should be taught within the PSHE and Citizenship framework.
- Say how Sex and Relationship Education is monitored and evaluated.
- Include information about parents' rights to withdrawal.

Newfield Park Primary School believes that Sex and Relationship Education will be developmental and a foundation for further work in secondary school. Sex and Relationship Education is "lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage as a context for family life, stable and loving relationship, respect, love and care. It is also about the teaching of sex, sexuality and sexual behaviour" (QCA 2000)

Sex and Relationship Education at Newfield Park is supported by the school's wider curriculum for Personal, Social, Health Education, Citizenship and Science Curriculum. In this way, we ensure that our pupils:

- Receive their Sex Education in the wider context of relationships.
- Develop confidence in talking, listening and thinking about feelings and relationships.
- Can protect themselves and ask for help and support Sex Education in our school will contribute to the requirement of the Education Reform Act 1988 that the school curriculum should be one which:
- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- Prepares such pupils for the opportunities, responsibilities and experiences of adult life.

Curriculum

The school's curriculum is designed to meet the needs of its pupils, and its major aims are to provide all children with an education which will help them to:

- Enable all to achieve their potential, celebrating success within a caring environment.
- Raise levels of attainment for all pupils, enabling them to achieve their personal best
- Foster a love of learning

- Develop confident, disciplined and enquiring learners, able to make informed choices
- Develop an increasing responsibility, linked to respect for the needs and feelings of others
- Facilitate considerate and positive relationships
- Ensure equal and inclusive opportunities in relation to gender, race, class, special needs and belief.
- Value and respect all cultures.
- Provide a safe and happy workplace.
- Promote a thoughtful attitude towards the immediate and wider environment.

The policy has been created in line with Relationships Education, Relationships and Sex Education (RSE) Guidance, (Department for Education 2019). The documentation states that it is the duty of schools under the Equality Act 2010 to ensure no pupils experience discrimination or harassment. The Act uses the term “protected characteristics” to refer to aspects of a person’s identity protected by law. Treating a person less favourably because they have one or more of these characteristics would be unlawful. Protected Characteristics include Age, Disability, Sex, Gender Reassignment, Race, Religion or Belief, Sexual Orientation, Marriage and Civil Partnership, Pregnancy and Maternity.

Schools are required to comply with relevant requirements of the Equality Act 2010.

Chapter 1 of Part 6 of the Act applies to schools. As an example, Part 6 of the Act makes it unlawful for a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions or in how the school is run.

The content of the school curriculum is exempt from the duties imposed on schools by Part 6 of the Equality Act. Excluding the content of the curriculum ensures that schools are free to include a full range of issues, ideas and materials in their syllabus, and to expose pupils to thoughts and ideas of all kinds, however challenging or controversial, without fear of legal challenge based on a protected characteristic.

State-funded schools are required, in discharging their functions, to have due regard to the need to: eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act; and advance equality of opportunity and foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Statutory Guidance states “schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.” Primary schools are enabled and strongly encouraged to cover LGBT content. This would be delivered, for example, through teaching about different types of family, including those with same sex parents. Here at Newfield Park, we base our ethos on respecting rights and responsibilities. We are a Rights Respecting School. These articles are underpinned in this policy:

Article 32 Governments must protect children from work that is dangerous or might harm their health or education.

Article 3 The best interests of the child must be a top priority in all things that affect children.

Article 19 Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 36 Governments must protect children from all other forms of bad treatment.

Rationale:

At Newfield Park we aim to inspire all children to achieve their full potential within a fully inclusive and Rights Respecting Curriculum. We believe the importance of Relationship and Sex Education is to:

- Provide a supportive environment for learning
- Raise pupil's self-esteem, confidence and responsibility
- Enable pupils to play an active role as members of a democratic society
- Promote positive attitudes towards themselves and others
- Develop pupils who engage in being active citizens in today's society
- understand the importance of keeping themselves safe
- Understanding the importance of healthy relationships in a range of contexts
- Understand how their bodies grow and change over time

What is Sex and Relationship Education?

Sex and Relationship Education is not just learning about growing up, changes and reproduction. It is also about enabling children to make and maintain relationships with others, to understand about human sexuality and to feel good about themselves and the choices they make. This involves helping children to gain knowledge, develop skills and form positive beliefs and attitudes.

1. Knowledge and Understanding including; emotional, social and physical aspects of growing up, puberty, reproduction and pregnancy, similarities and differences between males and females, parts of the human body including the male and female reproductive parts, gender stereotyping and discrimination, that families come in different shapes and sizes, different types of relationships, healthy and unhealthy relationships and where to get help if needed.
2. Personal and Social Skills including; talking and listening to others, managing emotions, making friends and managing friendships, forming and maintaining loving, caring and respectful relationships, developing self-respect and empathy for others, respecting the differences between people, resilience to cope with change, making responsible and safe decisions, including online.
3. Attitudes and Values including; feeling positive about growing up, the importance of respect, care and love, the value of family life, the importance of stable and loving relationships, including marriage (both heterosexual and gay) and civil partnerships, respect for rights and responsibilities in relationships, acceptance of difference and diversity, promoting gender equality.

"It is the lifelong learning about physical, moral and social development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity".

(Sex and Relationship Education Guidance – DfES July 2000)

The School works towards these aims in partnership with parents.

Sex and Relationship Education within the PSHE framework

The Sex Education programme at Newfield is taught within the context of relationships. It:

- Provides information, which is easy to understand, relevant and appropriate to the age and maturity of the pupils.
- Includes the development of communication and social skills.
- Encourages the exploration and clarification of values and attitudes.

Organisation of School Sex and Relationship Education

This is delivered through;

- Topics
- Planned aspects of Science (children cannot be withdrawn from these)
- Visitors to school e.g. school nurse
- The use of story time/circle time
 - Jigsaw PSHE scheme

Delivery of Sex and Relationship Education is not the sole responsibility of a school. Elements of the programme are provided by a range of people in the community including health professionals.

Visitors entering the school to deliver Sex and Relationship Education are made aware of the school's policy and programme. A member of staff remains in the room at all times.

Teaching strategies

At present all staff are committed to delivering the programme alongside the SHA. Whole class teaching is usually appropriate although single gender groups are used when deemed appropriate and relevant. A variety of teaching strategies are employed. These include:

- Establishing "ground rules" – no personal experiences or questions are allowed either to the teacher or from the teacher to the pupils.
- Using "distancing" techniques – videos or case studies.
- Giving information not advice. External help is invited to give advice e.g. school nurse.
- Confirming facts and reassuring when dealing with unexpected questions or comments from pupils.
- Encouraging reflection.

Confidentiality

As a general rule, a child's request for confidentiality cannot be maintained by members of staff concerned with specific issues. Staff ensure that the best interests of the child are maintained at all times, however, in the event of a child wishing to share details with staff, it should be made clear to the child that confidentiality cannot be guaranteed but that everything will be done to help to resolve a difficult issue. If a member of staff (teaching and non-teaching) suspects that a child is at risk from abuse, they should be aware of the procedures for reporting their concerns and to whom they should do so (see Child Protection Policy).

Answering difficult questions

All staff are encouraged to answer pupils' questions with honesty, however, occasionally a child may ask a more explicit or difficult question. This school believes that individual teachers must use their skill and

discretion to decide if the pupil is better referred to their parent in the first instance and then to the Headteacher if they are concerned.

Consulting parents and child withdrawal procedures

At Newfield we value our partnership with parents. We consult them on the content of the Sex and Relationship Education programme and we reiterate that this programme will compliment and support their role as parents. Parents have the right to withdraw their child from sex education but not those aspects of NC Science, which are mandatory. The only areas not covered by the National Curriculum Science programme of study are:

Yr 6 Intercourse

Parents wanting to exercise this right are invited to see the Headteacher. Sex Education materials are available in school.

Inclusion in Sex and Relationships Education

At Newfield Park we believe every child has an equal right to a rounded education that allows them to achieve their full potential. All pupils, regardless of ability or background, should have the opportunity to fully develop their capabilities. We recognise that some of our children may have more than one area of significant need and that teaching and learning will need to be skilfully adapted to meet those needs. This may be accomplished by:

- Planning lessons to ensure that all tasks can be appropriately scaffolded or differentiated to accommodate children with SEND, ensuring that children with SEND can access the same, or similar, tasks as the rest of the class, in line with the curriculum.
- Using a wide range of Wave 1 teaching strategies – this may involve the use of additional equipment, thinking time, pre-teaching, using a study buddy, providing writing frames, using coloured overlays/print, breaking instructions down into chunks, visual timetables, setting clear goals or building relationships.
- Making reasonable adjustments so that pupils with physical difficulties can access any outdoor learning activities.
- Translating instructions and tasks as appropriate to accommodate children who have English as an additional language.
- Accounting for the needs of more able and gifted children by making tasks more challenging, appealing to their problem solving, reasoning and critical thinking skills and creating appropriate extension activities.

Pupil Premium

Newfield Park is committed to addressing the additional needs of children who may come from disadvantaged backgrounds or who receive additional Pupil Premium funding. Staff understand the importance of quality teaching for all, identifying potential barriers for learning and exploring varied teaching methods and interventions to achieve the best outcomes.

Staff regularly use data to track and monitor progress and seek to engage parents in all areas of their child's learning. Strategies at the core of our practice include collaborative learning, high quality feedback, metacognition techniques, raising aspiration and the use of digital technologies.

Safeguarding

Newfield Park is committed to providing an environment where all stakeholders feel safe. Children are always encouraged to share any worries and concerns that they may have and know who to approach if they feel unsafe. Through varied teaching and learning experiences children learn how to keep themselves safe as part of our broad and balanced curriculum.

PSHE learning encourages children to discuss and share personal experiences, thoughts and feelings. If, during the course of a lesson, the teacher becomes aware of any child protection concern, or a child makes a disclosure of such a concern, they will immediately log this on the CPOMS system and follow the school's wider safeguarding policy.

Role of the co-ordinator

The subject co-ordinator will monitor and evaluate the provision and ensure the best possible opportunities are provided for our children. When necessary, policies and practices will be updated to keep up to date with government guidelines and the needs of our children. The co-ordinator will provide support and advice to staff members when needed and continually monitor and update relevant policies and documentation.

Procedures for policy monitoring and evaluation

Monitoring and evaluation takes the form of feedback from parents, pupils and staff. This will be under the guidance of the PSHE subject leader.

G Harrison

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