



CHURCHILL  
SCHOOL

## **Sex and Relationships Policy**

## What is sex and relationship education?

Sex & Relationship Education is crucial to developing and maintaining emotional and physical health. At Churchill School we believe in life-long learning about sex, sexuality, emotions, relationships and sexual health. It is about family relationships, teenage relationships, appropriate behaviour and the pressure and emotions involved. The three main elements consist of: attitudes and values, personal and social skills, knowledge and understanding. The school will not tolerate sexually abusive language, gesture or actions and does not promote sexual orientation or sexual activity.

## Timetable Provision

KS2	KS3	KS4
<ul style="list-style-type: none"><li>• Pupils learn about the main body parts</li><li>• Managing friendship</li><li>• How they change physical, emotionally and socially.</li><li>• The rights over their own body</li><li>• How they and others feel and how to accept no.</li></ul>	<ul style="list-style-type: none"><li>• Pupils learn about Puberty</li><li>• Family networks</li><li>• Friendship and peer influences</li><li>• Personal choices in relationships</li><li>• Law and sexual behaviour</li><li>• Respect</li><li>• Where to access support</li></ul>	<ul style="list-style-type: none"><li>• Pupils learn about sex and contraception</li><li>• Family structure</li><li>• Teenage relationships</li><li>• Sexual Health and sexually transmitted diseases</li><li>• Parenting</li><li>• Relationships and behaviour</li><li>• Where to access support</li></ul>

The content delivered in each Key Stage is age appropriate and reflects the needs and level of understanding in our pupils. This is why some topics are delivered in KS4 rather than earlier in KS3.

## How is Sex and Relationship Education Provided?

Sex and Relationship Education is firmly rooted within the PHSE curriculum and citizenship and schemes of work from Samuel Ward will be available for pupils in Key Stage 3 and 4. The biological aspects are taught alongside the framework in Science. Teaching is usually done in mixed ability gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. Within the sessions, appropriate and suitably experienced visitors from outside school may be invited to contribute to the delivery of Sex and Relationship Education in school. This could be the school nurse, specialist nurse and other experts.

- Visitors are invited in to school because of the particular expertise or contribution they are able to make
- All visitors are familiar with and understand the school's SRE policy and work within it
- All visitors are supervised and /or supported by a member of staff at all times
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

Sex and Relationship Education work can be undertaken with individual pupils in consultation with their parents if, or when, the need arises.

## Teaching and Learning

Our programme aims to respond to the diversity of children's faiths, family backgrounds, individual needs and life experiences. We also consider pupil's prior school attendance as pupils may have gaps in their knowledge and understanding. Thus, resources are tailored to each pupil's needs in order to enhance understanding. Topics are delivered at a level which is suitable and accessible for our pupils and so it is important for every child to have the opportunity to contribute and be actively involved.

Various teaching styles and approaches are used in order to allow pupils to fully engage and understand the content being taught. For example; role play, circle time, group work, individual work, scenarios, practicals and a wide range of recording and sequencing is essential to our pupils.

Teaching is of high quality and is monitored and evaluated regularly by senior members of staff. Churchill School believes in the importance of training for staff delivering Sex and Relationship Education. Staff are encouraged to access appropriate training and support to help them deliver effective Sex and Relationship Education.

### **How is Sex and Relationship Education Monitored and Evaluated?**

Sex and Relationship Education is monitored and evaluated within the curriculum by a variety of staff and methods. A trained teacher is always present when asking outside agencies to input in the sessions and the content and delivery is evaluated by staff and pupils in order to inform future planning.

### **What is the Role of Parents/Carers?**

This policy is a working document which provides guidance and information on all aspects of sex and relationship education in the school for staff, parents/carers and governors. To be accessible to all of these groups the document needs to be available on request and presented in a way that is easy to understand.

Parents/Carers are informed by letter prior to the Sex and Relationship Education sessions and are encouraged to contact the Headteacher with any questions or concerns. Parents/Carers have the right to withdraw their children from all or part of the sex and relationships education provided at school except for those parts included in statutory National Curriculum. Those parents/carers wishing to exercise this right are invited in to see the Headteacher who will explore any concerns and discuss the impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the Sex and Relationship Education programme until the request for withdrawal has been removed.

### **Controversial and Sensitive Issues**

Staff are aware that views around Sex and Relationship Education are varied. However, while personal views are respected, all Sex and Relationship Education issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

### **Dealing with Questions**

Both formal and informal questions arising from pupils' Sex and Relationship Education are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. Pupils are encouraged to ask questions at home and engage with Parents/Carers with any areas of concern. The school believes that individual teachers must use their skill and discretion in this area and refer to the Safeguarding Coordinator if they are concerned.

Churchill School believes that Sex and Relationship Education should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

### **Confidentiality**

As a general rule, a child's confidentiality will be maintained by the teacher or member of staff concerned. However, if this person is concerned or believes that a child is at risk, he or she will talk to the Designated Safeguarding Lead. In such cases, the member of staff should not promise confidentiality (see Safeguarding Guidelines).

## Review

This policy will be reviewed in line with the school's policy review programme.

<b>Author</b> Georgina Ellis	<b>Date</b> Summer Term 2016	<b>Frequency of Review</b> Three Yearly
<b>Adopted by the Governing Body</b> Date: Signed	<b>Reviewed</b> Date: Signed	<b>Reviewed</b> Date: Signed