



# Acre Heads Primary School

## Sex and Relationship Education Policy

Signed Staff:  
A. Imrie

Date: 12/01/18  
Signed Governor:

Date:

### Overview

Acre Heads is a mixed primary school with approximately 380 pupils, aged between four and eleven years old. Very few pupils are from ethnic minority backgrounds and almost all have English as their first language. The school serves an area with broadly average social and economic conditions. Sex and relationship education is a significant component of the school's comprehensive programme of Personal, Social and Health Education (PSHE). The school sees sex education as a continuous aspect of health education in the primary curriculum, building on the work of parents.

In drawing up the school's policy due regard has been given to consultation with governors and teachers. Issues of content, organisation, methodology, resources, outside speakers and the explicitness and presentation of their material have all been considered.

### Aims

The aim 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 and Science, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence in to adulthood.

Effective sex and relationship education is essential if young people are to make responsible and well-informed decisions about their lives. It should not be delivered in isolation but as part of the framework for PSHE and Science. Pupils need to be given accurate information and help to develop skills to enable them to understand difference and respect themselves and others. Sex and relationship education should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils in primary school. It should also contribute to preparing pupils for the opportunities, responsibilities and experiences of adult life. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build up their confidence and self-esteem and promotes knowledge and skills which are particularly important today, because of the many different conflicting pressures placed on young people.

### Implementation and Organisation

The school sex and relationship education (SRE) is covered in the National Curriculum for PSHE and Science, specifically for pupils in Year 5 and 6. Videos and other appropriate teaching materials are used to support this planning.

In planning and teaching, teachers ensure they set suitable learning challenges, respond to pupils' diverse needs and make every effort to overcome potential barriers to learning and assessment, for individuals and groups of pupils.

Teachers will need to plan a variety of activities which will help to engage both boys and girls, matching their different learning styles. Single sex groups may be particularly important for pupils who come from cultures where it is only acceptable to speak about the body in single gender groups. Some pupils from some backgrounds may rely on the school as their main or only source of sex education.

Teachers should ensure that pupils with special needs receive sex and relationship education. Some pupils will be more vulnerable to abuse and others may be confused about what is acceptable public behaviour. These pupils will need help to develop skills to reduce the risks of abuse and exploitation and to learn what sorts of behaviour are, and are not acceptable.

It is up to teachers to ensure that the needs of all pupils are met. Pupils, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them and sensitive to their needs.

### *Differentiation*

Pupils' work will as far as possible be differentiated to ensure that tasks and experiences take into account their abilities, aptitudes and needs, building upon their current achievements to provide opportunities for new learning.

### *Equal Opportunities*

Every effort will be made within this subject to ensure equality of opportunity. In doing so staff will have due regard to gender, race, culture and context as well as to capability. Modifications to activities and expected outcomes will be made for pupils with SEN and to those considered to be of high ability.

### *Assessment*

Assessment is an on-going process which focuses on the learning objectives identified in the National Curriculum. Records of assessment are kept, both formal and informal. Written work provides more specific records of an individual pupil's significant achievements, advances, aptitudes or problems. End of year reports provide summative comments on individual pupil progress and achievement.

### *Evaluation*

Evaluation is the on-going process of policy implementation and review. Evaluation in this subject is achieved through staff discussions and subject leader consultations which may focus on the understanding of the policy, staff development needs, resourcing and the impact of the policy on teaching and learning.

### *Parent, Carer and Governor Involvement*

Governors are involved in the development and agreement of this policy. The teaching of some aspects of sex and relationships education might be of concern to some parents and the school works in partnership with parents, consulting with them on the content of sex and relationship education programmes, usually through parent representation on the Governing Body. Parents need to know that the school's sex and relationship education programme will complement and support their role as parents.

### *Monitoring*

This subject will be monitored by all staff teaching the subject formally through the evaluation and assessment sections of the short term planning and the evaluation of medium term plans. The subject leader will monitor the medium term planning and consider particular issues with staff as appropriate. Monitoring aims to help raise achievement, improve standards, promote continuity and progression, inform planning, improve planning, promote efficiency, promote consistency, provide evidence and assist in the target setting process.

### **Confidentiality**

In circumstances where a pupil is considered to be at risk from any type of abuse, staff must refer this immediately to the Child Protection Coordinator in accordance with the school's Safeguarding/Child Protection Policy. The Child Protection Coordinator (the headteacher) will decide whether to inform the parents and/or appropriate authorities. There is no legal duty to inform parents of matters which a child has confided to them and the following points will be followed:

- staff must not promise confidentiality;
- pupils must be made aware that any incident may be conveyed to other staff and agencies and possibly to parents;
- staff must use their professional judgement to decide whether confidence can be maintained having heard the information;
- staff must indicate clearly to pupils when the content of a conversation can no longer be kept confidential – the pupil can then decide whether to proceed or not.

### **Reviewed**

12/01/18 A Imrie (Science Co-ordinator )