

Willow Dene

Sex and Relationships Education Policy



'Seeing possibilities, realising dreams'
Exceptional teaching for exceptional learners

Reviewed policy agreed by GB on :	Summer 2022
Reviewed policy shared with staff on:	Summer 2022
Policy to be reviewed again on:	Summer 2025
Committee responsible for review:	Policy Committee

Please note "Executive Headteacher" thereafter referred to as "Headteacher".

Sex and Relationships Education

Rationale

At Willow Dene School we aim to assist a child in understanding their bodies, health and appropriate behaviour and relationships related to sex education. We aim to deliver appropriate information to enable children to be able to develop self-care routines for during puberty and to learn appropriate strategies in coping with the changes in their bodies. We believe that sex education should be taught on an individual basis, tailoring the information given to the children to meet their needs in a format suitable for the child.

Aims

The aim of relationship and sex education is to assist the overall development of children as members of society by fostering positive and reflective attitudes about themselves and relationships, and to life and health issues.

Our aim is that children will:

- learn to look after themselves both emotionally and physically
- gain an understanding of what it means to grow up and the changes their bodies will go through;
- develop self-awareness and an understanding of their own body
- to develop an understanding of what keeps them healthy and safe
- make sense of their feelings and to be able to self-regulate
- develop self-esteem, confidence, assertiveness and as a result become less vulnerable
- explore friendships and relationships and enhance awareness of emotions and feelings
- develop the ability to make informed personal choices
- gain the knowledge, social skills and attitudes and values relating to sex education to participate in society

Relationship and Sex Education at Willow Dene School

At Willow Dene School a range of teaching strategies are employed dependent on the specific needs of the children concerned. Each class teacher is responsible for planning and developing activities to cater for individual needs and the teaching of skills within his/her planning. If a teacher needs advice, they can discuss strategies and resources with their member of SLT, TLR lead for the subject or the school nursing team. Sex and Relationship Education will be taught as a session (across the school

as of September 2021) and its delivery will be dependent on whether children are working at early development level or concept based level and will be planned accordingly.

Guidelines for Staff

- treat every child as an individual, with dignity and respect
- relate language and behaviour to the chronological age of the child
- reinforce the concepts of “private” and “public” to activities, behaviour and situations;
- where appropriate develop an understanding of the concept of ‘consent’ in relation to behaviour and physical boundaries.
- use only the correct names for body parts
- where group settings are used, establish clear parameters about what is appropriate and inappropriate in the group
- staff should not be drawn into providing more information than is appropriate to the age of the child
- if a member of staff is concerned that a child is at risk of sexual abuse a designated safeguarding lead should be informed and the usual child protection procedures followed.
- set the tone by speaking in a matter-of-fact way and supporting children to discuss issues in a similar way
- if a question is too explicit, feels too old for a child, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis

Moral and Value Framework

Effective SRE should achieve a balance between the acquisition of:

Attitudes – appreciation of difference; tolerance; and openness.

Skills – negotiation; communication; assertiveness; care for self and others; personal skills; managing emotions and relationships; problem-solving skills; and decision-making skills.

Knowledge – emotions and relationships; puberty; and health.

A Whole School Approach

A whole school approach is involved in our delivery of Sex and Relationship Education. All stakeholders the school community have rights and responsibilities regarding Sex and Relationship Education. In particular:

- The **Senior Leadership Team** supports the provision and development of Sex and Relationship Education in line with this policy by providing leadership and adequate resources.

- The **Assistant Head with responsibility for curriculum** will maintain an overview of Sex and Relationship Education provision and have overall responsibility for its development. This will include keeping up to date with developments and good practice, developing the provision to meet child's needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation.
- **Teachers** are involved in the school's Sex and Relationship Education provision by providing bespoke and personalised sessions to individual/groups following the school's sex and relationships education programme of study and unit maps. Teachers play an important pastoral role by offering support to children. Teachers will be consulted about the school's approach to Sex and Relationship Education and aided in their work by provision of resources, background information, support and advice from experienced members of staff and access to appropriate training.
- **Support staff** will be involved in some Sex and Relationship Education lessons and also play an important, informal pastoral support role with children.
- **Governors** have responsibilities for school policies. They will be consulted about the SRE provision and policy and have regular reports at Governor's meetings.
- **Parents/Carers** have a right to view this policy and to have information about the school's Sex and Relationship Education provision. Sex and Relationship Education which falls outside ongoing work in self-care and social skills or science topics will be discussed with parents so they are aware of what we are covering and how we are teaching it.
- The **school nursing team** have a role to play in supporting teachers in Sex and Relationship Education both in terms of advice, input into lessons, provision of pastoral support for children and resources. The school will work in ongoing consultation and partnership with the school nursing team and other health organisations.
- **Children** have an entitlement to age and circumstance appropriate Sex and Relationship Education and to pastoral support. Where appropriate they will be consulted about their Sex and Relationship Education needs and their views will be central to developing the provision.

Equal Opportunities

At Willow Dene School we promote equal opportunities and positive race relations, avoiding and actively tackling discrimination against anyone for reasons of gender, sexual orientations, disability, race, colour, nationality or ethnic origins. All children have a right to receive sex education to gain a better understanding of themselves as humans.

Within the Teaching of Sex Education we are committed to

- promoting equal opportunities and positive race relations, avoiding and actively tackling discrimination against anyone for reasons of gender, sexual orientation, disability, race, colour, nationality or ethnic origins;
- valuing different cultural traditions and making connections with their own lives in a meaningful way;
- challenging stereotypes and giving children the understanding they need to recognise and reflect all forms of prejudice and discrimination;
- using teaching styles and resources that take account of children's cultural backgrounds
- all children having access to all elements of the relationship and sex education curriculum including educational visits as appropriate;
- encouraging, supporting and helping all children and staff to reach their potential.

Roles and Responsibilities

- the Governing Body has overall responsibility for this policy;
- the Headteacher is responsible for overall management of the policy;
- all staff are responsible for the day to day implementation of policy;
- the Assistant Head with responsibility for curriculum provides leadership in the development; planning and implementation of appropriate sex education for children across the school;
- parents will be informed of the policy and it will be made available to them on the school web site or a hard copy on request.

Monitoring and Evaluation

This policy will be reviewed by all staff and the Governing Body every two years. The policy will be updated accordingly in the light of practice and local/national initiatives.

Parents will be able to give feedback on the policy and this will be considered and updated as necessary.

Related Documents

- Intimate Care Policy
- Equal Opportunities Policy
- Safeguarding including Child Protection Policy