



Highfield Priory  
Independent Day School  
and Nursery

## **Sex and Relationship Education Policy**

We have based our School's Sex and Relationship Education policy on the DfE document Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019.

### **Definition**

Sex and Relationship Education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, family life, love and care. It is also about the teaching of sex, relationships and sexual health.

### **Rationale**

At Highfield Priory School we believe that Personal, Social, Health and Education (PSHE) and Citizenship Education help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives to become informed, active and responsible citizens. Sex and Relationship Education is an integral part of PSHE. It is an intrinsic part of the physical, intellectual and emotional growth of an individual.

### **Aims and Objectives**

- To provide a secure, sensitive and caring environment where learning and discussion can take place
- To promote an understanding of the nature of personal relationships, love and family life
- To develop an awareness of the importance of sensitivity for the feelings of others in sexual matters and of the responsibilities individuals have to society and to one another, by laying the foundations of responsible moral attitudes and behaviour
- To provide information which is easy to understand, relevant and appropriate for the needs, age and maturity of the pupils
- To encourage the use of correct vocabulary
- To foster self worth and awareness, together with a sense of moral responsibility
- To help children to acquire and practise important life skills such as critical thinking, decision making, communication and assertiveness
- To equip children with the knowledge and tools to make the right choices when using the internet and be aware that not everyone online is who they say they are (in line with the safety policy)

### **Provision**

Sex and Relationship Education will be taught through PSHE (see scheme of work) and Science.

### **By the end of Key Stage 2, pupils should:**

- Begin to know about and have some understanding of the physical, emotional and social changes that take place at puberty.
- Know the basic biology of reproduction and understand some of the skills necessary for parenting
- Know that there are many different patterns of friendship

Parents of Year 6 children will be given the opportunity to view the school's resources prior to them being shown to the children in order to assist them in preparing them for any follow-up questions their child may ask them when they get home having undertaken the SRE lessons.

Ideally, the lessons will be given to boys and girls separately. Staff shall attempt to deal with questions in a sensitive, open, matter of fact way. Difficult or explicit questions do not have to be answered directly. Teachers can use their own discretion in these situations.

The Sex and Relationships Education programme will be delivered in a variety of ways. These will include:

- Through PSHE
- Through planned aspects of the science curriculum
- The use of outside visitors
- Through other curriculum areas where appropriate

### **Teaching and Learning Strategies**

Teachers will use a range of strategies to deliver SRE, this will enable pupils to develop confidence in talking, listening and thinking about sex and relationships.

These techniques include:

- Establishing ground rules with pupils – as in all aspects of PSHEE a set of ground rules helps create a safe environment.
- Using 'distancing' techniques (talking about issues via the use of scenarios/fictitious characters rather than personal issues or experiences)
- Knowing how to deal with unexpected questions or comments from pupils.
- Encouraging reflection

### **Dealing with questions**

Having a set of ground rules provides boundaries over what is and is not appropriate, and how to respond to unexpected, embarrassing questions or comments.

Suggestions for responding to questions:

- If a question is of a personal nature remind the pupil of the ground rule 'no one has to answer personal questions'
- If a teacher or member of staff does not know or is unsure of an answer they will say so and explain that they will get back to the pupil later (try to specify when)
- Lengthy or complicated responses are not usually necessary. A simple and concrete piece of information offers clarity and may avoid confusion, for example, "At the moment we are looking at 'X', in Y4 you will look at 'Y' in more detail.
- If a question is very explicit, seems too old for a child, or inappropriate for a whole class session, acknowledge the question and arrange to respond later on an individual basis.

### **Resources**

All resources are carefully selected to ensure they are consistent with the school's ethos and values and support the SRE aims and objectives. The materials are available for parents/carers to view on request to the Year 6 teachers, senior management team or PSHE Coordinator.

### **Recording and Assessment**

Teachers will assess pupils through informal methods such as observations and discussions. Quizzes may be used before and after a unit of work to aid assessment. Elements of SRE that occur in the science curriculum will be assessed, through recorded work and topic tests.

### **Monitoring and Evaluation**

Teachers evaluate lessons to inform future planning and progression.

Monitoring takes place through liaison between the PSHE Coordinator and class teachers. There may be opportunities to observe other teachers as part of the monitoring process.

### **Specific Issues**

We recognise that specific issues for teachers, pupils, and parents may be considered sensitive or challenging. What constitutes a sensitive/challenging issue is likely to vary according to the individual, group, place or context.

We respect the varied beliefs and values held by our school community, however personal beliefs and attitudes will not influence the teaching of SRE. Teachers and all those contributing to SRE are expected to work within our agreed values framework as described in this policy and supported by current guidelines.

Teachers will be offered support and training to deliver the programme sensitively and effectively. This may involve support from the PSHE Coordinator, the senior management team and outside agencies such as the school nurse. Staff delivering SRE will not be expected to deal with sensitive/challenging issues beyond those outlined in the curriculum content.

Class teachers with their understanding and knowledge about their pupils in terms of age, maturity development, religious, cultural and special needs are in the best position to deliver SRE. However, if staff do not feel comfortable teaching SRE then it will be arranged for another member of staff to take the lesson (Helen Wilson PSHE Coordinator).

### **Visitors**

We welcome the support of visitors offering specialist support. Visitor sessions always complement the existing SRE provision. Whenever visitors are involved, teachers will ensure that they have discussed and shared the planning, and content of the lesson. The teacher will always be present and be responsible for classroom management.

### **Confidentiality**

Highfield Priory School is committed to acting in the best interests of the pupils. Sex and Relationship Education should take place within a safe and supportive environment that facilitates relevant discussion. Confidentiality contributes to this and will be used for all SRE lessons.

Teachers and support staff are aware that teaching sex and relationship education can lead to pupil disclosures. All staff and visitors involved in the delivery of SRE are aware that they cannot give unconditional confidentiality to children. If a teacher was concerned about a child's safety, then they would be able to pass the information to the appropriate person. All staff are aware of child protection procedures.

### **E-safety**

This is important in the modern world to protect children from those who may wish to exploit them online. We aim to equip the children at Highfield with the tools and knowledge to deal with such situation appropriately.

During ICT lessons the SMART rules are discussed during the first half term of every academic year from Year 2 upwards. These are:

- S – Keep safe by being careful not to give out personal information to people you  
Are chatting to online
- M – Meet someone you have only been in touch with online. This can be dangerous
- A – Accepting emails, IM messages or opening files, pictures or texts from someone  
You don't know
- R – Reliable information may not always be found on the internet, someone may be  
Lying to you
- T – Tell your parent or carer or a trusted adult if someone or something makes you  
Feel uncomfortable or worried online.

Posters with these SMART rules on are displayed prominently around the school. Pupils will be advised that the use of social network spaces outside school may be inappropriate for primary aged pupils. Full details of this can be found in the E-safety policy.

### **Liaison with Parents**

We would like to share responsibility with parents in the delivery of Sex and Relationship Education. We are confident that good communication and sharing our aims and purpose of SRE will enable parents to support our SRE.

Parents of year 6 children will be given the opportunity to view the resources used in the Sex and Relationship education programme. Parents are permitted to withdraw their children from aspects of the SRE curriculum if they wish.

Education Committee is responsible for this Policy.

Last Review Date: September 2020

### **Authority**

The Full Board of Governors, by delegation to sub-committees, is responsible for formulating the policies and procedures that will ensure the school continue to achieve the aims of the overall school strategy. Hence, each sub-committee has Terms of Reference and assigned responsibility for policies within that scope. The sub-committees are: Finance and General Purposes, Health and Safety, Education, Education and Marketing.