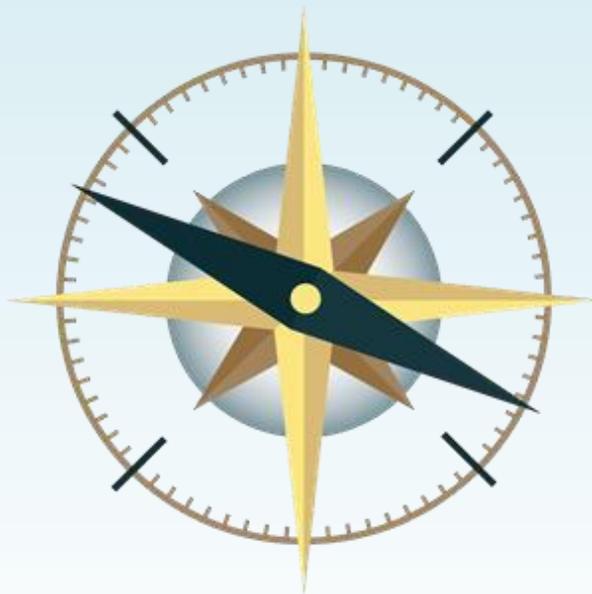


THE
C  **MPASS**
PARTNERSHIP OF SCHOOLS

Sex and Relationships Policy
Autumn 2021



Sex and Relationship Education Policy

Trustees have agreed that Sex and Relationships Education will be taught across schools within the Compass Partnership, keeping this decision under review annually. Thus, it is our intention to provide sex education to the pupils of this school in accordance with the requirements initially of the 1996 Education Act. We believe the curriculum should encourage pupils to have regard to moral considerations and the value of family life. Sex education in our schools is taught within the context of loving, stable relationships. We regard the moral, emotional, social and relationships of sex education to be as important as the physical or biological aspects.

Aim

The aim of this Sex and Relationship Policy is to clarify the content and the manner in which sex education is delivered in our schools. Sex and Relationship Education will be developmental, age appropriate and intends to be a foundation for further work in the secondary school. The school will work towards this aim in partnership with parents.

Pupils across the Compass Partnership will be provided with Sex and Relationship Education to:

- develop their confidence of talking, listening and thinking about feelings and relationships;
- enable them to understand the importance of friendships and build on their own self esteem;
- be able to name the relevant parts of their body and describe how their bodies work (in relation to the agreed content of our sex and relationship programme, National Curriculum science and RHE curriculum);
- protect themselves and ask for help and support; • to be prepared for puberty.

Delivery

Our Sex and Relationship Education Programme must be taught:

- only by staff (teachers) who are confident and comfortable with teaching this area, where appropriate in liaison with the school nursing service and relevant agencies (where teachers are unsure they should request help from a senior colleague);
- objectively, using the agreed methods and covering only the agreed content;
- in an age-appropriate way;
- sensitively, taking into account the varied religious, cultural and ethnic backgrounds;
- within a supportive classroom environment where good relationships and trust have been fostered, ground rules for appropriate questions and discussion have been established, and the boundaries of the content made clear.

Staff must never answer questions about inappropriate topics, refer to their personal sexual experiences or give pupils sexual advice. Older pupils should write their questions down so they can be edited before being dealt with. If a pupil volunteers age-inappropriate information, staff should close the conversation (if it is in front of other pupils) and inform the Designated Safeguarding Lead immediately.

Teaching of SRE

Sex and Relationship Education will be taught within the classroom in a sequence through our Science and RHE curriculum.

In years 1 – 6 we use materials from The Christopher Winters project and lessons which are taught at various points in the year often in conjunction with other subjects such as science. We supplement this with additional age-appropriate resources as appropriate.

Christopher Winters Project:

<u>Year Group</u>	<u>Topic</u>
1	Different friends –To understand that we are all different but can still be friends. Growing and changing - To discuss how children grow and change. Families and care - To explore different types of families and who to ask for help. To identify who can help when families make us feel unhappy or unsafe.
2	Differences - To introduce the concept of gender stereotypes. To identify differences between males and females. Male and Female animals -To explore some of the differences between males and females and to understand how this is part of the lifecycle. Naming body parts -To focus on sexual difference and name body parts.
3	Body differences - To identify that people are unique and to respect those differences. To explore the differences between male and female bodies. Help and support -To explore different types of families and who to go to for help and support. Personal space - To consider appropriate and inappropriate physical contact and consent.
4	Changes - To explore the human lifecycle. To identify some basic facts about puberty. What is puberty - To explore how puberty is linked to reproduction.

	Healthy relationships - To explore respect in a range of relationships To discuss the characteristics of healthy relationships.
5	Puberty help and support -To explore the impact of puberty on the body and the importance of physical hygiene. To explore ways to get support during puberty. Talking about puberty - To explore the emotional and physical changes occurring in puberty. The reproductive system -To understand male and female puberty changes in more detail.
6	Puberty and reproduction - To consider puberty and reproduction. Communication in relationships - Exploring the importance of communication and respect in relationships. Families, conception and pregnancy - To consider different ways people might start a family. Online relationships - To explore positive and negative ways of communicating in a relationship.

The lessons in Years 5 and 6 focus on issues around a loving and caring relationship. Each programme is followed by a small group discussion (where appropriate, this is done in single sex groups). Children are encouraged to speak to the teacher privately if worried.

Parental rights and withdrawal

Parents have the right to withdraw their child (although not recommended) from those aspects of Sex and Relationship Education, which are not part of the National Curriculum. Before embarking on the sexual aspect of Sex and Relationship Education, parents must be invited to the school to view the material used so they can discuss with the teachers any worries they may have.

Equal Opportunities

We are committed to working towards equality of opportunity in all aspects of school life. All resources and methods of teaching will take into consideration pupils' race, culture, social background, gender, ethnicity, religious backgrounds, maturity, abilities, disabilities and special educational needs. These resources and methods will avoid value judgements about the children's family set-up or sexual orientation of their parents, carers or family members.

Monitoring

The RHE Leader is responsible for:

- monitoring and advising the curriculum content and coverage,
- teaching approaches and resources used,
- the quality of delivery, and
- the pupils' knowledge and understanding gained through the programme as part of overall evaluation of PSHE

Review

The policy will be reviewed annually by Trustees annually at which point the decision to provide Sex and Relationship Education will be reviewed.