

Oak Lodge Primary School

Sex and Relationships Policy

	Name	Date
Policy written by	Matthew Apsley	
Agreed by committee	L&T Committee	March 2018
Updated by Leadership Team and agreed by GB		May 2024
Next Review May 2025		

POLICY FOR SEX AND RELATIONSHIPS EDUCATION (SRE)

1. AIM

At Oak Lodge we value the importance of sex and relationship education to help and support young people through their physical, emotional, moral and cognitive development and to give them an understanding of human reproduction. Sex and relationships education (SRE) teaches children to develop an awareness of, and respect for, themselves and others. It aids the development of positive self-esteem, which will help children to cope with the challenges of personal growth.

SRE is a continuing, developmental process, which includes the exploration of attitudes and values and the development of skills, as well as the presentation of factual knowledge. As with all other learning, it should be matched to the child's maturity and stage of development.

2. EQUAL OPPORTUNITY

All children should have equal access to sex and relationships education. However, it should be noted that children who have special needs might need more help than others in coping with the physical and emotional aspects of growing up.

3. ORGANISATION

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.

The subject will be taught through the PSHE (Personal, Social, Health and Economic Education) and science element of the Curriculum and other schemes of work. At Oak Lodge we use the scheme 'SCARF', provided by Coram Life Education: (<https://www.coramlifeeducation.org.uk/scarf/>) which is a comprehensive programme of PSHE (including RSE) and provides accurate information about the body, puberty and reproduction. It also gives children and young people essential skills for building positive, enjoyable, respectful and nonexploitative relationships and staying safe both on and offline.

Our RSE curriculum aims to respond to the diversity of children's cultures, faiths and family backgrounds. We will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. As a school we will ensure that we comply with the relevant provisions of the Equality Act 2010, recognising under which sexual orientation and gender reassignment are amongst the protected characteristics. We will ensure that RSE fosters gender equality and LGBT+ equality by ensuring content is age appropriate and developmentally appropriate. It will be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law. Content will be integrated into programmes of study for RSE within our PSHE curriculum and will not be taught as stand-alone units.

Pupils are expected to engage fully in RSE and, when discussing issues related to health and relationships, treat others with respect and sensitivity.

Teachers have the right to exercise their discretion and judgement when dealing with explicit questions and issues raised by the children.

4. WORKING WITH PARENTS AND CHILDREN

We recognise the partnership of home and school, of parent and teacher, in this important area of personal development. Parents will be informed when lessons on SRE will take place that cover puberty and how a baby is conceived and born. Where videos are going to be shown, parents will be invited to view these in advance and resources will be made available for them to borrow to help them talk constructively with their child about sex and relationships.

5. RIGHT TO WITHDRAW

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social work Act 2017, made Relationships Education compulsory for all pupils receiving primary education. Therefore, parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-science components of sex education within the Relationships and Sex curriculum. Requests for withdrawal should be put in writing and addressed to the Head Teacher. At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty.

6. EVALUATION AND REVIEW

The PSHE Lead, Senior Leadership Team and Governing Body will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.