Title	**Sex and Relationships Education Policy**
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WOOTTON PARK

'Ipsum quod faciendum est diutius'

Sex and Relationships Education Policy

Rationale

There is a statutory requirement for us to have in place for each school a Sex and Relationships policy and this document fulfils that requirement.

NFST believes that effective Sex and Relationships Education (SRE) is essential if our learners are to make responsible and well informed decisions about how they conduct their lives. It contributes to promoting the spiritual, moral, social, cultural, emotional, mental and physical development, preparing learners for the opportunities, responsibilities and experiences of adult life.

We believe SRE should not be delivered in isolation, but be firmly rooted in our Personal, Social and Health Education programme, supplemented by science and other subjects within our taught curriculum.

We will ensure that the approach we take is age-related in order to meet the needs of our children and young people as they grow and mature.

Scope

Sex and Relationship Education is part of the early stages of lifelong learning about physical, moral and emotional development. It is about respect, love and care and the benefits of making and maintaining a stable relationship. We recognise that to be human is to experience sexual feelings, seek connections with other people and develop relationships which may be physical or non-physical.

Our teaching of sex and relationship education is applicable to all sexual orientations and will include teaching aspects of sex and sexual health. We will help learners to be understanding and tolerant of differences and similarities between people that arise from a number of factors, including cultural, ethnic, racial and religious diversity, family type, gender and disability. SRE seeks to enable young people to feel positive about themselves, to manage relationships and access the infrastructure of support available via teachers and other appropriate adults.

Aims

We will provide our learners with an age appropriate SRE programme that is tailored to their physical and emotional maturity. In doing this, we acknowledge the value of contributing to a spiral curriculum. It should enable them to make positive choices about their sexual and emotional health in the future.

We will achieve this aim by having three main elements to our programme as outlined in 'Sex and Relationship Guidance' previously published by the Department:

Attitudes and values

- learning to care about other people and being sensitive towards their needs and views
- learning the importance of values, and individual conscience and moral considerations
- accepting the differences between people and learning not to exploit them
- learning the value of family life, marriage, and the importance of stable, loving and caring relationships for the nurture of children
- learning the importance and responsibilities of the family unit for all its members
- learning to respect oneself and others and being honest, loyal and trustworthy in relationships
- learning to take responsibility for one's actions in all situations
- exploring, considering and understanding moral dilemmas; and developing critical thinking as part of decision-making

Personal and social skills

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- learning to make choices based on an understanding of difference and with an absence of prejudice
- learning how to make well informed and responsible decisions about their lives and developing an appreciation of the consequences of the choices made
- managing conflict
- learning how to recognise and avoid exploitation and abuse

Knowledge and understanding

- learning and understanding physical development at appropriate stages
- understanding human sexuality, reproduction, aspects of sexual health, emotions and relationships

We believe that SRE will be achieved by providing an environment and atmosphere where learners feel safe, relaxed, not intimidated, but focussed; and where they have confidence and trust in the knowledge, ability and skills of their teachers.

Parents and Carers

Wootton Park School is committed to working in close partnership with parents and carers who are the key people in teaching their children about sex and relationships. Interested parents/carers will be invited to discuss the SRE programme and to view the teaching materials and resources that will be used.

A parent or carer who is concerned about any element of this policy, or is unhappy about their child's participation, can and should discuss their feelings with the school. Parents have the right to withdraw their children from all or part of those aspects of the SRE programme. If requested, alternative arrangements will be agreed and made for individual learners, but it is hoped that this will not be necessary.

Management of SRE

The organisation of SRE is no different from other curriculum areas. It is delivered through planned programmes within PSHE and science plus specific age related sessions. Occasionally, issues about SRE may arise spontaneously in other lessons (e.g. while studying English Literature) where it is not the main focus of the lesson.

Normally, male and female learners will be taught together. However, when deemed appropriate, there may be occasions when learners are taught in separate gender groups. Provision will be tailored to the age-related needs (4-19) of learners. The intention is for all our learners to achieve the age-related learning outcomes recommended by Ofsted in their report entitled 'Sex and Relationships'.

Visitors may be invited to deliver aspects of the SRE programme, where this happens we will ensure that all safeguarding requirements are met. Visitors will be used to support not supplant, the role of the teacher and they will always be accompanied in the lesson by a teacher. Visitors will always be fully briefed on their contribution to the programme and will be given a copy of the current policy beforehand.

FAQ

1. How will we deal with difficult questions?
We have a variety of strategies for dealing with difficult questions. For example:

- if a question is too explicit or is inappropriate, the teacher will attend to it later, on an individual basis and a decision will be taken whether or not to inform the child's parents/carers

- if a child makes a disclosure that causes the teacher concern then they must follow child protection procedures set out in the relevant policy.

2. Is puberty covered by SRE?
Boys and girls need to be prepared for puberty before they reach this developmental stage. We teach about puberty and the need for extra care with personal hygiene mainly in whole class groups but opportunities are provided for single gender lessons.

3. How do we educate learners about menstruation?
Our programme will include preparation for menstruation. Basic information about the process of menstruation will be given to both boys and girls. We will make appropriate and sensitive arrangements for the changing and disposal of sanitary wear for learners that require it (e.g. requests for sanitary protection will be dealt with sensitively in the relevant school office).

4. How is contraception dealt with in SRE?
Learners will be given basic, appropriate facts about condoms, the contraceptive pill and related contraceptive choices.

Review

This policy will be reviewed every two years by governors.