



## **WESTWOOD WITH IFORD SCHOOL**

### **Sex and Relationships Policy**

#### **1. BACKGROUND, ROLES AND RESPONSIBILITIES**

The purpose of this SRE policy is to set out the ways in which the school's provision for sex and relationship education supports pupils through their spiritual, moral, social, emotional and physical development, and prepares them for the opportunities, responsibilities and experiences of life.

#### **2. RATIONALE/KEY PRINCIPLES/VALUES FRAMEWORK**

We follow the national guidance and legal requirements as set down in the Learning and Skills Act 2000 and the DfE SRE Guidance 2000. This will be updated following the implementation of the guidance on Relationships and Health Education in Schools from 2019.

##### **School Aims**

Westwood with Iford School aims to:

- Adopt a whole school approach to sex and relationships education in the curriculum, which fulfils the entitlement of every child to learning in this area.
- To teach, in a way that is sensitive to the cultural backgrounds of all pupils, about relationships, love and care and the responsibilities of parenthood, as well as about sex and sexuality.
- To equip its pupils with knowledge, understanding and skills to enable them to make choices leading to a healthy lifestyle.
- To provide appropriately for the distinctive needs of boys and girls in these aspects of their personal development.
- To ensure that all children:
  - Develop confidence in talking, listening and thinking about feelings and relationships
  - Develop their self esteem and sense of responsibility
  - Are able to name parts of the body and describe how their bodies work
  - Are prepared for puberty
  - Can protect themselves and ask for help and support

#### **3. CONTENT AND DELIVERY**

##### **Content**

- Integration within wider themes of the PSHE and Citizenship curriculum.
- Linking SRE with issues of peer pressure and other risk-taking behaviour such as drugs, smoking and alcohol.

- Links to Science and other curricular and extra-curricular contexts.
- Cross-phase liaison to ensure consistency and progression.

### **Delivery**

- SRE is taught by all class teachers in an age appropriate way.  
Westwood with Iford School uses an honest and open approach to SRE, incorporating the use of SEAL resources, circle time, a range of games and activities, discussion and DVDs.

### **Role of the teacher**

- Teachers and all those contributing to sex and relationship education are expected to work within the guidelines of the policy.
- The personal beliefs and attitudes of the teacher will not influence the teaching of sex and relationship education within the PSHE policy.  
Teachers will be expected to answer questions honestly and recognise the appropriateness of the question in regard to the age of the child and may decide not to answer the question.

### **Role of the outside agencies**

Health professionals, for example the school nurse, who are involved in delivering programmes are expected to work within the school's sex and relationship education policy and on the instructions of the head teacher. However, when they are in their professional role, such as a school nurse in a consultation with an individual pupil, they should follow their own professional codes of conduct.

### **Partnership with parents**

- The school recognises the important role parents play in this and aim to work with the parent to achieve this.
- The school welcomes parents' questions on how sex education is delivered and recognises that parents may exercise their right to withdraw their children from all or part of the sex and relationship education provided at school, except those parts included in the statutory national curriculum.
- Parents will be informed in writing when formal sex education will be taking place and they will be offered the opportunity to find out more about the programme and preview the video used in order to make an informed decision if they are considering withdrawing their child.

## **4. SPECIFIC ISSUES STATEMENTS**

### **Pupil Care and Protection**

- Concerns or observations are passed on to the Child Protection and Safeguarding Lead or appointed person.
- Teachers should be aware of cultural or religious differences of their pupils.

## **5. CONFIDENTIALITY**

We acknowledge:

- The need to allow pupils to share concerns with staff in confidence, without fear of being judged or reprimanded.
- The professional duty of staff to explain the meaning of confidentiality to young people and to avoid making an unconditional promise of confidentiality.
- The requirement to disclose information (e.g. to the Headteacher) in order to access specialist help in cases of serious threat to the health and welfare of the young person or of others, or where child protection issues arise.

- The commitment to inform the young person in advance of any such disclosure and, if possible, to allow them to be present and involved.
- The commitment to protect a young person's anonymity where the disclosure implicates others.

## **6. STAFF TRAINING AND SUPPORT**

We recognise the need for appropriate training for staff.

Review Date: October 2019