



DUCKS POLICY FOR SEX AND RELATIONSHIPS EDUCATION

Introduction and Aims

The teaching of Sex and Relationships Education (SRE) at DUCKS is an important aspect of pupils' education. Sex and Relationship Education includes supporting young people in developing self-confidence in preparing for physical and emotional changes into adulthood. We believe that the teaching of Sex and Relationship Education should be shared with parents and be mutually supportive and complementary. It promotes an understanding of the range of family types and other people who contribute to providing children with the care, love and support they need to grow and develop. It should be read in conjunction with our Wellbeing policy.

In this document, Sex and Relationships Education relates to 'learning about physical, moral and emotional development.' It is about understanding the importance of family life, stable and loving relationships, respect, love and care and promoting British values, especially of tolerance. We do not use Sex and Relationships Education as a means of promoting any form of sexual orientation.

Every child is entitled to receive Sex and Relationships Education. It is our intention that all children have the opportunity to experience a programme of Sex and Relationships Education at a level which is appropriate for their age and physical development with differentiated provision if required.

The Moral and Values Framework

Sex and Relationships Education is required to be taught within a moral framework. Children will learn about moral values through all aspects of school life and in all curriculum areas, not just in Sex and Relationships Education.

We aim to:

- help pupils develop sensitivity and respect for themselves and others;
- provide a friendly and caring environment in which children are able to ask questions and further their understanding;
- support pupils in taking responsibility for their actions and the consequences of their actions;
- provide equality of opportunity for all children in a caring community in which each individual is encouraged to make a valuable contribution.

Taking account of the age, maturity and needs of the pupils, we aim to:

- provide the knowledge and information to which all pupils are entitled;

- help children to develop feelings of self-respect, self-esteem, self-confidence, sympathy and empathy;
- provide the confidence to be participating members of society and to value themselves and others;
- encourage children to take responsibility for their own actions;
- give them an understanding of the importance of health and hygiene;
- develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- respect and care for their bodies;
- answer pupils' questions honestly and sensitively – referring the children to parents where appropriate;

Context

We teach Sex and Relationships Education in the context of the school's aims and values framework. Whilst Sex and Relationships Education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all work in school. In particular, we teach Sex and Relationships Education with the belief that:

- SRE should be taught in the context of loving relationships and family life;
- SRE is part of a wider personal, social, spiritual and moral education process;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect;
- children need to learn the importance of self-control.

Teaching and Learning including Delivery of the Curriculum

We teach Sex and Relationships Education integrated within the curriculum at DUCKS. Our focus is on making good relationships and is taught covered through our Wellbeing programme.

A discrete programme for Sex and Relationships Education relating to preparation for puberty is not taught at DUCKS. This introduced in Junior Schools towards the end of Key Stage 2. At Dulwich College this takes place in Year 6.

All material used for teaching SRE are designed for primary schools to ensure all the content is age appropriate.

The pupils are encouraged to ask questions and share their thoughts throughout their learning.

Staff delivering this topic are all comfortable with doing so and are very professional, positive and sensitive in their approach.

The school reserves the right to refuse to answer questions or discuss topics in front of the class that could offend anyone, or upset religious sensitivities and beliefs. In this instance pupils are directed to ask their questions to adults at home.

Linked with Religious Studies and Wellbeing, children reflect on family relationships, different family groups and friendship. They begin to learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

Since Sex and Relationships Education incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum, but through all aspects of school life including the playground, assemblies and the rest of the curriculum. It is important then that all staff understand that they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

The Role of Parents

The school is well aware that the primary role in children's Sex and Relationships Education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school's Sex and Relationships Education policy and practice;
- answer any questions that parents may have about the Sex and Relationships Education of their child;
- take seriously any issue that parents raise with teachers about this policy or the arrangements for Sex and Relationships Education in the school.

The Role of the Head of DUCKS

It is the responsibility of the Head of DUCKS to ensure that both staff and parents are informed about our Sex and Relationships Education policy, and that the policy is implemented effectively. It is also the Head's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity. The Head monitors this policy on a regular basis.

The Role of the School and Other Members of the Community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. Health professionals are expected to work within the school's Sex and Relationships Education policy and on the instructions of the Head of DUCKS.

Confidentiality

Teachers conduct Sex and Relationships Education in a sensitive manner and in confidence. However, if a child makes a disclosure that is a cause for concern, this will be dealt with in line with our Safeguarding Policy.

Answering Difficult Questions

If a child asks an explicit or difficult question, the staff will use their professional judgement in deciding the best way to answer it. This may be through individual work or discussion with the child. If the staff member is concerned, they can refer to the Head of DUCKS who can discuss the matter with the parent, or follow other appropriate procedures.

Procedures for Withdrawal of Pupils

Parents and carers have the right to withdraw their child from Sex and Relationships Education, but not statutory Science lessons. However, the focus of this learning at DUCKS is on building good relationships, so should you be considering such a step, first talk it through with your child's class teacher, and then, if necessary, contact the Head DUCKS.

Children with Special Educational Needs

It is up to the school to make sure that the needs of all pupils are met. This may mean more explicit teaching to ensure that children with additional education needs are properly included in SRE. This may mean additional support within lessons, small group or individual lessons and an adapting of resources to enable access. Parents may need to be consulted individually with regard to children with SEN.

Monitoring and Evaluating the Policy

Teacher assessment will inform discussion about the successful implementation of the policy. Judgements about the success of the policy can also be made through gathering evidence from school staff about how the policy supports them, from parents and governors about the clarity of the information provided, and from pupils about how Sex and Relationships Education provision is meeting their needs.

Last review: September 2018

Next review: September 2019