

# Sex and Relationship Education Policy

**COVERING FELSTED PREP SCHOOL  
INCLUDING EYFS AND BOARDING**

<b>Governors' Committee normally reviewing:</b>	FPS Leadership Team
<b>Date last formally approved by the Governors:</b>	March 2018
<b>Date policy became effective:</b>	November 2006

<b>Period of Review:</b>	2 Yearly
<b>Next Review Date:</b>	March 2020

<b>Person responsible for implementation and monitoring:</b>	The Heads of Phase under the leadership of The PSHE coordinator ( Mrs S Knightley)
<b>Other relevant policies:</b>	PSHE Policy, Safeguarding (Child Protection and Staff Behaviour) Policy, Pastoral Care Plan, Learning and Teaching Policy

## **The following Policy covers the Aims and Ethos of the Prep School**

**Mr Simon James  
Head, Felsted Prep School**

### *Aims and Ethos*

#### **SAFEGUARDING STATEMENT**

*Felsted is committed to maintaining a safe and secure environment for all pupils and a 'culture of vigilance' to safeguard and protect all in its care, and to all aspects of its 'Safeguarding (Child Protection and Staff Behaviour) Policy'.*

#### **EQUAL OPPORTUNITIES STATEMENT**

*The aims of the School and the principles of excellent pastoral care will be applied to all children irrespective of their race, sex, disability, religion or belief, sexual orientation, gender reassignment or pregnancy or maternity; equally these characteristics will be recognised and respected, and the School will aim to provide a positive culture of tolerance, equality and mutual respect.*

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Felsted Prep School is a co-educational independent day and boarding school with Pre-Prep, Prep and Senior Schools operating in the 4 – 8, and 8 – 13 age ranges. It was founded within the framework of the Anglican Church and its ethos reflects this, but accepts pupils with a wide range of ethnic and religious backgrounds. It is the Head of Phase and Form Tutor who are largely responsible for each pupil's welfare and who, in consultation with parents, will oversee the major decisions in relation to the pupil's school life and development.

Sex and Relationship Education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

Sex and relationships education is the right and responsibility of the parent. The school provides sex and relationships education to support parents in fulfilling their responsibility. If parents are not happy with what the school provides in its basic curriculum with regard to sex and relationships education they have a right to withdraw their child/children from those aspects of sex and relationships education not covered by the National Curriculum Science.

## **AIMS and VALUES OF SEX AND RELATIONSHIP EDUCATION**

Felsted Prep School believes that sex and relationship education is an entitlement of all pupils and an integral part of each pupil's emergence into adulthood, and as an entitlement of all pupils, should be firmly rooted in the framework for pastoral care. It should be delivered in a way appropriate for the age and needs of each pupil in a variety of ways:

- Formal lessons
- Personal, Social, Health and Citizenship Education
- Work done in groups such as Year or League groups and individually with each child.

We aim:

- In partnership between home and school making it relevant to pupils at each stage in their development and maturity through opportunities arising.
- To promote the spiritual, moral, cultural, mental and physical development of pupils at the school

- To prepare each pupil for the opportunities, responsibilities and experiences of adult life and encourage personal responsibility in all forms of behaviour.
- To promote responsibility to the School, their family and the wider community.
- To encourage self-esteem
- To encourage respect, consideration and sensitivity to the needs and views of others.
- To provide support and information for young people and their parents
- To encourage all our children to lead a healthy lifestyle
- To prepare students for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood;
- To enable students to better understand the nature of human relationships;
- To enable students to see the importance of stable, loving relationships and marriage for the bringing up of children.
- To ensure that children's views are actively sought to influence lesson planning and teaching.

The aim of this policy is to communicate clearly to staff, parents, governors, visitors and pupils the manner in which sex and relationship education will be delivered in this school. The school recognises that SRE is fraught with certain difficulties and whilst it acknowledges different life style choices it promotes a view that stable loving relationships are the best context for sexual relationships and the bringing-up of children.

### **Felsted Prep School SRE**

In Felsted Prep School SRE has three main elements, all of which are important for a balanced SRE programme:

#### **Attitudes and values**

- Learning the importance of values and individual conscience and moral considerations:
- Learning the value of family life, stable and loving relationships and marriage
- Learning the value of respect, love and care
- 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
- Developing an appreciation of the consequences of choices made
- Managing conflict and learning how to recognise and avoid exploitation and abuse.

## **Knowledge and understanding**

- Learning and understanding physical development at appropriate stages;
- Understanding human sexuality, reproduction, sexual health, emotions and relationships;
- Learning about contraception
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; and the avoidance of unplanned pregnancy and abortion.
- Learning about the law and their rights to confidentiality, even if they are under 16 years old.

## **SKILLS AND ABILITIES**

Pupils will be helped to develop the following skills:

- Communication including the making and keeping of relationships
- Assertiveness
- Decision-making
- Recognising and using opportunities to develop a healthy lifestyle

## **CONTENT - Age 4-7 Years**

### **See Pre-Prep PSHE Policy**

S.R.E. provides knowledge and encourages the acquisition of skills and attitudes which will allow pupils to manage their lives in a responsible and healthy way.

## **KEY STAGE 1**

### **Early Years**

People in my life - What they do for me and what I do for them

My moods

Friendships

Keeping safe

My body

### **Age 6 - 7 years**

Changes as we grow

Feelings in families

What helps people get on

What makes me happy

What I like/dislike about others

Keeping safe

Caring for myself

Inside my body

Working together

Diversity and communities

Rights, rules and responsibilities

## **KEY STAGE 2**

Friendships

Feelings – embarrassment, mood swings

Difficult situations i.e. bullying

Assertiveness

Differences, tolerance for example sexuality

Differences and similarities in people

Making decisions, peer groups

Decision making

Keeping safe

E-Safety

Changes in my body

Body changes: boys and girls

The media images

Science - How babies begin

Feelings about the future

Family behaviour

Celebrations, Marriage, births, deaths

Marriage - forced and honour based marriage and abuse there of FGM. Whilst there are strong and supportive relationships outside marriage

Loss and mourning

Family trees

Keeping healthy

Menstruation for some girls before 11 years old

## **Key stage 3**

### **Age 11 - 13 years**

Puberty

Friendship and love

Family life and relationships

Gender issues

Conception and birth

Contraception

Prejudice

Stereotyping

Sex and the law

Life stages

Body changes

Sexual Transmitted Infections and Diseases

Sex and Relationships

Sex and consent equality

## ORGANISATION

1. Sex and relationship education is co-ordinated by the PSHE co-ordinator who with the Heads of Phase work closely with the Form Tutors, the Head of the Pre-Preparatory, the Head of Science, the Head of Religious Education, the Designated Safeguarding Lead(DSL) and PSHE co-ordinator at Felsted School.
2. Delivery of the S.R.E programme in the Pre-Preparatory Department is:
  - (a) through weekly assemblies and class circle times.
  - (b) through topic work e.g. People Who Help Us and Ourselves (Year 1) Healthy Living (Year 2)
  - (c) through occasional visits from professionals, such as doctors or community police officers
3. Delivery of the S.R.E. programme in the Prep School is:
  - (a) through weekly forty minute slots for PSHE in a Tutor group. When necessary, a single gender group will operate when dealing specifically with male or female topics of interest.
  - (b) through planned aspects of within the Science and Religious Education curricula
  - (c) through occasional visits from S.R.E. experts such as the Medical Centre staff or midwives.
4. Teaching approaches: Usually the topic will be raised at a level suitable for the age group concerned. The Head of Phase or Form Tutor will recognise that the class may be at different stages of understanding and will act accordingly. A variety of approaches are used to give pupils relevant information; to enable moral issues to be explored through discussion and to acquire appropriate life skills. The value of family life is an important aspect, which will be approached largely through a consideration of the qualities and relationships between the group of people with emphasis on stability, respect, caring and support. Pupils are encouraged to appreciate the significance of marriage and stable relationships as key building blocks of community and society. It is understood that certain cultures approach marriage differently, but if staff became aware that any child is vulnerable in terms of child exploitation, forced marriage or female genital mutilation, then the Head/DSL will be informed for immediate action.

The protocols for discussion based lessons with pupils are that:

- (i) no one (teacher or pupil) will have to answer a personal question;
- (ii) no one will be forced to take part in a discussion;
- (iii) only the correct or accepted names for body parts and functions will be used;
- (iv) meanings of words will be explained in a sensible and factual way teachers may use their discretion in responding to questions and may say that the appropriate person to answer the question is the parent.

There will always be time for discussion, personal opinion and help. Where appropriate sensitive discussion around these areas may occur.

5. Resources: Materials are carefully chosen and will be available for inspection by parents. A letter is sent to Year 6 parents informing them of 'The Body Changes Talk' given by the Medical Centre staff. In Year 7 when we cover the topic of male and female changes at puberty in Science lessons and in PSHE there are split gender talks to discuss issues following these sessions. Parents have the right to withdraw their children from any aspect of SRE should they so wish.
6. Teachers: At present all teachers are committed to teaching the S.R.E. programme, although Heads of Phase are obviously the main teachers concerned with delivery. If a member of staff feels ill-equipped to deliver the curriculum the PSHE co-ordinator is ready to assist and School Medical Team is used for some aspects of teaching. The Heads of Year with the support of the Head (CPO) will encourage staff to take part in the training and teaching programme.
7. Liaison with Felsted School: This is an important part of the programme and is in place. The Year 9 programme will include a dove-tailing of S.R.E. in Years 8 and 9 to ensure continuity.

### **SPECIFIC ISSUES**

The following issues may occur as part of sex and relationship education. Staff need to understand the School's procedures.

Confidentiality and advice:

Pupils are regularly made aware that some information cannot be held in confidence and made to understand that if certain disclosures are made certain actions will be taken. At the same time pupils will be offered sensitive and appropriate support. The following procedures will be adhered to by adults:

1. Disclosure of suspicion of possible abuse:  
The School's Safeguarding procedures will be invoked
2. Disclosure of pregnancy or advice on contraception:

It is hoped that the following procedure will ensure that pupils who are in difficulty know that they can talk to an adult in school and that they will be supported.

- The pupil's Head of Phase and the Head will be informed immediately
  - The Head will consult with the school Doctor regarding the best course of action for that pupil.
  - The pupil will be asked whether or not they can tell their parent(s) and whether they want help in so doing. Every effort will be made to ensure that this happens.
  - If a pupil refuses to tell their parent(s), the Head should refer the pupil to the School doctor.
3. As part of the SRE programme, issues of contraception, HIV/AIDS and sexuality are addressed. Facts are presented in an objective and balanced way with pupils being encouraged to consider their views, attitudes and values. They will be made aware of the difference between fact and opinion, and or moral and religious beliefs.

### **Monitoring and Evaluation**

1. The policy will be reviewed as part of the School's monitoring cycle and in accordance with the header at the top of the Policy.
2. The PSHE scheme of work and Sex and Relationship policy will enable identified opportunities to deliver aspects of this policy in specified year groups.
3. The Head of PSHE has responsibility for monitoring this policy. Following any curriculum monitoring a positional statement is written which contributes to the School Development Plan.

### **Conclusion**

Felsted Prep School has a duty of care and responsibility towards pupils, parents/carers and staff. It also needs to work with a range of outside agencies and share information on a professional basis. The care and safety of the individual is the key issue behind this document

## **Library books - 'RELATIONSHIPS'**

<b>Class</b>	<b>Author</b>	<b>Title</b>
152	Rosen, Michael	Michael Rosen's Sad Book
152	Powell, Jillian	Me and My Feelings
152	Althea	Feeling Scared
152	Coleman, J	Moods and Feelings
152	Baldwin, Dorothy	Health and Feelings
152	Althea	Choices: Telling the Truth
152	Althea	Choices: Feeling Angry
152	Althea	Choices: Feeling Shy
152	Ley, Sarah	Being Jealous
153	Matthews, Rupert	Body Language
155	Pollard, Michael	Yourself
170	Brookes,	Kate At Home
170	Kate Brookes	Respect! at Home
170	Cohen, Martin	101 Ethical Dilemmas
302.3	Baldwin, Dorothy	Health and Friends
302.3	Althea	Being Friends
302.	Gifford, Clive	Gangs
302.3	Alexander, J.	Bullies, Bigmouths & so-called friends
302.3	Medina, Sarah	Bullying - Why Does It Happen?
302.3	Stones, Rosemary	Don't Pick on Me
305	Hyndley, K	Women and the Family
305	Wallis, J	Rich or Poor
305	Bingham, Jane	Racism and Prejudice – why is it wrong?
305	Wignall, Paul	Prejudice and Difference
306	Sanders, Pete & Myers, Steve	When Parents Separate
306	Mitchell, Ann	Divorce
306	Pollard, Michael	Your Family
306	Powell, Jillian	Me and My Family
360	Goldman, Jane	Do the Right thing
362	Powell, Jillian	Sam uses a wheelchair
362	Church, Diane	Working with People with Disabilities
362	Flynn, Margaret	Having a Learning Disability
612	Royston, Angela	Why Should I Go to Bed Now? and Other Questions About a Healthy Mind
613	Amos, Janine	Kate Smokes Cigarettes
613	Amos, Janine	Alex Does Drugs
613	Rooney, Anne	Drugs on the Street
613	Amos, Janine	Jamal is Overweight
613	Amos, Janine	Jon Drinks Alcohol
613	Fitzhugh, Karla	Body Image
613	Haughton, Emma	Drugs
613	Spilsbury, Louise	What does it mean to have Allergie?
616	Edwards, Nicola	Eating Problems
616	Powell, Jillian	Luke has Down's Syndrome
617	Condon, Judith	See
617.8	Spilsbury, Louise	What does it mean to be Deaf?
618	Powell, Jillian	Zack has Asthma
618	Powell, Jillian	Aneil has a Food Allergy
641	Royston, Angela	Eating