



NORLAND PLACE SCHOOL

SEX and RELATIONSHIPS EDUCATION PROCEDURE

Reviewed: February 2018	Next Review Date: February 2019
Responsibility: LB	
Location (s): SMT/Staff Drive, Science Dept, Website, Staff Room Policy Folder	

Sex and Relationships Education is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. It has a key part to play in the personal, social, moral and spiritual development of young people. It begins informally in the home with parents long before any formal education takes place at school. Young people's entitlement to SRE is enshrined in the terms of the Education Act (1996) and the recommendations of the Secretary of State (DFEE, 2000). This policy observes the guidance in relation to Improving the SMSC Development of Pupils in Independent Schools Ref: DFE-00271-2013, Standard 5(1)(a)(i): enabling pupils to develop their self-knowledge, self-esteem and self-confidence.

Sex and Relationship Education at Norland Place aims to:

- have the confidence and self esteem to value themselves and others
- understand about the range of relationships, including the importance of family for the care and support of children
- develop confidence in talking, listening and thinking about feelings and relationships
- be able to name parts of the body and describe how their bodies work
- be prepared for puberty
- understand the consequences of their actions and behave responsibly within relationships
- be able to recognise unsafe situations and be able to protect themselves and ask for help and support
- understand the role the media plays in forming attitudes

In Science the Year 6 girls will undertake a programme of study, based on the National Curriculum, which gives them an understanding of the stages of growth and development in the human life cycle. The aims are to enable them to make sense of the changes they experience as they move towards adult life, to develop their confidence, foster good relationships with others and encourage respect for the differences between people.

Learning Objectives:

- Growing Up: appreciating physical and emotional changes during puberty for both boys and girls, becoming more familiar with the physical differences between boys and girls. Gaining knowledge of the outline structure of the human reproductive system and the menstrual cycle.
- How life begins: Reproduction – general outline of conception/fertilisation.
- Someone New: The development of the baby- general outline of stages of pregnancy.
- Feelings about the future – changing schools, adolescence etc.
- Families and how they behave – what members expect of each other.
- Celebrations of birth, puberty, marriage (see additional guidance below) and death in different cultures.
- Expressing feelings and how this can be done.

- Appreciating differences and similarities between people.

It is important to note that we shall attempt to deal with questions in a sensitive, open, frank and matter of fact way. Matters concerning homosexuality, sexually transmitted diseases and contraception will not be brought up by us, but if a child asks a sensitive question, then that question will be answered in a low key way or referred back to parents. A large group discussion about these more complex issues will not take place.

Our resources are well produced and geared to the right level for our girls. They have been successfully used in delivering sex education lessons in the primary curriculum for many years.

The intention is to start this topic during the second half of the Summer Term.

Procedures for Pupil Withdrawal from Sex and Relationship Education

A pupil cannot be withdrawn from sex education where this is taught within the Science National Curriculum. Hence children who are withdrawn from lessons will still receive biological information, but not taught in the context of relationships. In an instance where the right to withdrawal is exercised, parents should be made aware that Sex and Relationships Education could arise naturally from class discussion. Children whose parents exert their right to withdraw will be temporarily transferred to an alternative class.

Additional Guidance in Relation to Marriage from ISI (Handbook Regulatory)

There is no curriculum requirement on independent schools to teach about marriage but when they do so they must ensure that what they teach accords with the Independent School Standards, including on pupils' Spiritual, Moral, Social and Cultural development. A balanced curriculum is one that, amongst other things, reflects the nature of the world we live in. If marriage were to be discussed in lessons, we would expect teachers to reflect the fact that marriage for same sex couples is part of the law of this country, but there is no requirement on them to endorse it.