

SEX AND RELATIONSHIP EDUCATION (SRE) POLICY

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Authors: Deputy Head Pastoral | JS School Counsellor

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1. INTRODUCTION

All pupils at the Junior and Senior School (hereinafter “the School”) have the opportunity of Sex & Relationship (SRE) Education as part of the PSHEE curriculum, Science and RE/I.

Sex and Relationships Education involves learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

A comprehensive programme of SRE provides accurate information about the body, sex and sexual health. It also gives young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe.

The PSHEE curriculum targets specific year groups in order to ensure progression.

2. AIM

1. At the School we aim to deal with Sex & Relationship Education as part of a series of broader issues involving personal relationship and healthy life styles.
2. We encourage all children from KS1 onwards to have the confidence and self-esteem to value themselves and others.
3. Children and young people want to be prepared for the physical and emotional changes they go through at puberty and young people want to learn about relationships.
4. We teach our younger children at Junior School to understand about the range of relationships, including the importance of family for the care and support of children, to develop confidence in speaking, listening and thinking about feelings and relationships, to be able to name the body and describe how their bodies work and to be prepared for puberty.
5. As the pupils progress through KS3 and upwards, we aim to encourage pupils to give thought to responsibility within any relationship and to recognise that sexual relationships, especially need/deserve thought and commitment. We stress to pupils the importance of loving and caring for others as well as having due regard for themselves.
6. Our intention is to enable pupils to grow into a mature appreciation of human sexuality, recognising this is but one aspect of a whole range of adult behaviours.
7. We aim to provide balanced, sensitive consideration of factual information so that pupils are able to discern reliable information and recognise misinformation/myths.
8. We aim to instil in young people their right and responsibility, to make informed choices.
9. Staff involved, and the school generally, should aim to have due regard and respect for the religious/moral beliefs of particular faiths and/or individual pupils.
10. We aim to provide pupils with information not individual advice.
11. We aim to be receptive and responsive to pupils’ welfare and staff should always inform the Principal of any specific concerns regarding inappropriate sexual behaviour or any signs of sexual

abuse (please refer to our separate Safeguarding Policy). SRE plays a vital part in meeting schools' safeguarding obligations.

12. We aim to offer specific advice on emerging issues including online pornography, 'sexting' and staying safe online
13. We aim for our teachers to be aware of and understand issues relating to gender identity

3. A MORAL FRAMEWORK FOR SEX & RELATIONSHIPS

The purpose of sex & relationship education should be to provide knowledge about loving relationships, the nature of sexuality and the processes of human reproduction. At the same time, it should lead to the acquisition of understanding and attitudes which prepare pupils to view their relationships in a responsible and healthy manner. It must not be value free; it should also be tailored not only to the age but also to the understanding of pupils. At the School we therefore believe that our School's programmes of sex & relationship education should aim to present facts in an objective, balanced and sensitive manner, set within a clear framework of values and an awareness of the law on sexual behaviour. In this way, pupils should be enabled to recognise the physical, emotional and moral implications, and risk, of certain types of behaviour, and to accept that all genders must behave responsibly in sexual matters. They should also have the opportunity to explore their own emerging sexuality and preferences as well as respecting those of others.

Teachers need to acknowledge that many children come from backgrounds that do not reflect such values or experiences. Sensitivity is therefore needed to avoid causing hurt and offence to them and their families; and to allow such children to feel a sense of worth.

4. THE CONTEXT OF SEX & RELATIONSHIP EDUCATION

The School recognises that along with all issues covered in PSHE, we have a specific contribution to make to the spiritual, moral and personal development of our pupils.

5. DELIVERY OF PSHE WITH REGARD TO SEX & RELATIONSHIP EDUCATION

Form Tutors, Class teachers and Science staff and School Counsellors – Supported by Specialists from a wide range of professional backgrounds. The topics that the School covers regarding Sex and Relationship Education, have been provided by the PSHE Association and the Cyprus Ministry of Education, Sport, and Youth – MOEC.

6. PROCEDURES FOR PUPIL WITHDRAWAL FROM SRE

Parents/carers have the right to withdraw their children from any teaching of sex and relationships education.

If parents/carers feel they would like to withdraw their child from these sessions, they must be made aware that SRE could arise naturally from class discussion. Children who do not participate in these sessions will be temporarily transferred to another class. However, parents may not withdraw their son/daughter from the teaching of the biological aspects of human growth and reproduction necessary under Curriculum Science lessons.

APPENDIX 1 – PROGRAMME OF SPECIFIC TOPICS BY YEAR GROUP

Year: Reception

Aspect	Delivered by
<ul style="list-style-type: none"> • Our body and growing (very briefly) • Personal space / body boundaries (our bodies are private no one can touch them – parents and sometimes doctors need to when they look after us (i.e., help us to bath or if we are sick) • Underwear rule – Private body parts • Your body belongs to you • Good touch – bad touch (I have the right to say “No”) • Good secrets – bad secrets • Prevention and protection are responsibilities of adults (help children understand that they should talk to a trustworthy adult/parent - Ask for help - Go to person (a trusted adult) • People we know Vs strangers (Say “NO” to any stranger who <ul style="list-style-type: none"> ○ asks them to follow them) • Help - Safety Network with people we trust (family, specialists, teachers, helplines, police) - Reporting and disclosure. 	Class teacher School Counsellor

Year: Year 1

Aspect	Delivered by
<ul style="list-style-type: none"> • People who help us. • Body Privacy. • Keeping Secrets – good and bad. • Underwear rule & personal space, good vs bad touches – as an Assembly • Prevention and protection are responsibilities of adults (help children understand that they should talk to a trustworthy adult/parent - Ask for help - Go to person (a trusted adult) • People we know Vs strangers (Say “NO” to any stranger who <ul style="list-style-type: none"> ○ asks them to follow them) • Help - Safety Network with people we trust (family, specialists, teachers, helplines, police) • <u>Extra for year 1:</u> <ul style="list-style-type: none"> ○ Internet Safety ○ Friendship ○ Healthy relationships ○ Personal hygiene/body care ○ Identity (habits, gender stereotypes) 	Class teacher School Counsellor

Year: Year 2

Aspect	Delivered by
<ul style="list-style-type: none"> • Myself and others (differences and similarities) • Family and relationships • Hygiene • Love 	Class teacher

Aspect	Delivered by
<ul style="list-style-type: none"> • Gender stereotypes • Complaint/report lines – contacts for emergency • Similarities and differences of individuals • Benefits of diversity 	

Year: Y3

Aspect	Delivered by
<ul style="list-style-type: none"> • No touching our private body parts (a stranger or without our consent) • To discuss our similarities and differences • To understand the term “discrimination” • To understand the term “diversity” • Rights and obligations • Discovering ourselves • Stereotypes regarding the two genders – deconstruction of gender stereotypes and gender equality • Unwanted and violent behaviours – children’s rights • Family life 	Class teacher

Year: Y4

Aspect	Delivered by
<ul style="list-style-type: none"> • Menstruation (girls) – not in detail • Stages of development of the individual (from baby to teenager – changes on our body) • Protection from any kind of abuse • Smoking (part of health) • Body image • Sport and gender (stereotypes), helplines, stranger/danger, touching, personal space, give consent. 	Class teacher School nurse

Year: Y5

Aspect	Delivered by
<ul style="list-style-type: none"> • Menstruation <ul style="list-style-type: none"> ○ (girls) • Body changes • Talk about puberty as a whole • Adolescence, Body changes / Growing and changing - puberty lesson • Cyberbullying • Fake profile, digital identity (self-image in digital media), proper online behaviour (Assembly for year 5 – Mr Andreas & Marios Nikodemou) • Healthy coexistence • Anti-racism culture/racist speech (part of global citizenship lesson - it’s also covered in year 6) • Conflict resolution (how to deal with conflicts) 	Class teacher School nurse

Aspect	Delivered by
<ul style="list-style-type: none"> • Healthy ways of communicating (class meetings, bugs and wishes, I statements) • I feel so different • How nice it is to grow up/how hard it is to grow up • Cleanliness • Period chat • Communication • Health • Gender equality – (briefly when looking at history and the past when we cover the Tudors and 500 years ago in Cyprus) • Media and the internet 	

Year: Y6

Aspect	Delivered by
<ul style="list-style-type: none"> • Puberty in girls and boys • Basic mechanics of reproduction • Relationships with the opposite sex • Smoking/alcohol • Information/misinformation, exposure to illegal content, personal data, phishing, sexting, grooming, flirting (Assembly for year 6 only – Mr Andreas & Marios Nikodemou) • Self-image • Masturbation • Menstruation • Changes (physical, emotional, social) as they grow up/adolescence (growing and changing – body image) • Misconceptions/deconstruction of myths and perceptions about changes in adolescence (covered in puberty lesson) • Forms of violence • Friendship • I feel so different • How nice it is to grow up/how hard it is to grow up • Cleanliness • Erection • Communication • Judging right and wrong • My identity • Knowing my body • Health • Introduction to human rights • Education regarding human rights • Media and internet 	Class teacher

Year: Y7

Aspect	Delivered by
<ul style="list-style-type: none"> Mechanics / biology of reproduction Personal hygiene 	Science staff Form tutors

Year: Y8

Aspect	Delivered by
<ul style="list-style-type: none"> Body image and self-esteem Discovering one's sexuality and respecting that of others 	Form tutors

Year: Y9

Aspect	Delivered by
<ul style="list-style-type: none"> Relationships – mutual respect and avoiding pressurizing others. Delayed sexual activity – saying no Safer sex and the use of Contraception 	Outside agency - (Cyprus Family Planning Association)

Year: Y10 / Y11

Aspect	Delivered by
<ul style="list-style-type: none"> STIs and AIDS Care with alcohol and sex 	Science staff Form tutors

Year: Y12 / Y13

Aspect	Delivered by
<ul style="list-style-type: none"> Date Rape / Staying safe at university Cervical and testicular cancer awareness of trafficking and prostitution 	Outside agency - (Cyprus Family Planning Association)

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