



Sex and Relationships Education Policy

July 2018

(To be reviewed bi-annually)

Contents

1. Introduction	3
2. Aims and Objectives	3
3. The National Healthy School Standard	3
4. Delivery	4
5. The Role of Parents	5
6. The Role of Other Members of the Community	5
7. Confidentiality	5
8. The Role of the Headteacher	6
9. Monitoring and Review	6

1 Introduction

- 1.1** Our school's policy on sex and relationship education is based on the DfES document *Sex and Relationship Education Guidance* (DfES 0116/2000) and has been updated in line with supplementary advice provided by the PSHE Association entitled *Sex and Relationships Education for the 21st Century*. We recognise Sex and Relationship Education as the policy's full title, but for brevity's sake we will refer in the rest of this policy simply to 'SRE'.
- 1.2** In the DfES document, SRE is defined as 'learning about physical, moral and emotional development'. The guidance states, 'It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, reproduction, sexuality and sexual health'.
- 1.3** SRE is part of the personal, social and health education (PSHE) curriculum in our school. When we inform our pupils through sex education about sexual issues, we do this with regard to morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use SRE as a means of directly promoting any form of sexual orientation.

2 Aims and objectives

- 2.1** We teach our children about SRE, primarily, through the Health and wellbeing section of our PSHE programme of study. As part of this, pupils in our school will be taught to:
- develop interpersonal and communication skills;
 - develop positive values and a moral framework that will guide their decisions and behaviour;
 - develop understanding of the value of marriage, stable relationships and family life as a positive environment for bringing up children;
 - respect themselves and others, their views, backgrounds, cultures and experiences;
 - develop loving, caring relationships based on mutual respect;
 - be able to name the parts of the body and understand the process of human reproduction;
 - understand the reasons for and benefits of delaying sexual activity;
 - be prepared for puberty and the emotional and physical effects of body changes;
 - understand the attitudes and skills needed to maintain their sexual health;
 - recognise and avoid exploitative relationships;
 - value, care for and respect their bodies;
 - access additional advice and support as needed.

3 The National Healthy School Standard

- 3.1** We participate in the National Healthy School Standard scheme, which promotes health education. As participants in this scheme we:
- consult with parents on all matters of health education policy;
 - train all our teachers to teach about SRE;
 - listen to the views of the children in our school regarding SRE;

- look positively at any local initiatives that support us in providing the best SRE programme that we can devise.

4 Delivery

4.1 We teach about sex through different aspects of the curriculum. While we carry out the main SRE in our personal, social and health education (PSHE) curriculum, we also do some SRE through other subject areas (for example, Science and PE) which we believe contribute significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.

4.2 We deliver appropriate SRE objectives in every year group through our PSHE teaching. This ensures that pupils learn progressively as they mature and revisit the subject on a regular basis, reinforcing learning and providing opportunities to ask further questions. These objectives are covered as follows:

Year 1

- Knowing me;
- Feelings;
- Changes from birth to adulthood.

Year 2

- Knowing me;
- Differences between boys and girls.

Year 3

- Knowing me.

Year 4

- Growing and changing;
- What is puberty?
- Puberty changes and reproduction.

Year 5

- Talking about puberty;
- Male and female changes;
- Puberty and hygiene;
- Body image and the media;
- Positive physical and emotional health.

Year 6

- Puberty and reproduction;
- Understanding relationships;
- Conception and pregnancy;
- Health services;
- Healthy families and nutrition.

4.3 Within Science lessons, we are required to teach the National Curriculum, which includes some sex education. Primary Science includes pupils learning about parts of the body, growth, reproduction, life cycles and ageing; they should also learn about the changes experienced in puberty (Year 5). The

programmes of study are set out year by year, but content may be introduced earlier if relevant to pupils' needs.

- 4.4** In Year 6 we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how children's bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.

5 The role of parents

- 5.1** The school is well aware that the primary role in children's sex education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation. To promote this objective we:
- inform parents about the school's SRE policy and practice;
 - answer any questions that parents may have about the SRE of their child;
 - take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for SRE in the school;
 - encourage parents to be involved in reviewing the school policy, and making modifications to it as necessary;
 - inform parents about the best practice known with regard to SRE, so that the teaching in school supports the key messages that parents and carers give to children at home.
- 5.2** Parents have the right to withdraw their child from all or part of the sex education programme if they make their wishes known in person. The only exceptions to this are biological aspects of human growth and reproduction that are essential elements of National Curriculum Science. In instances where children are withdrawn, the school nurse will be made available for that child to have a one to one session or a single sex session. Parents wishing their child to be withdrawn from a class SRE session will be encouraged to allow their child to meet with the named member of staff for SRE or the school nurse.

6 The role of other members of the community

- 6.1** 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. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex education programme. Other people that we call on include local clergy, social workers and youth workers.

7 Confidentiality

- 7.1** Teachers conduct SRE lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be

involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns. The Headteacher will then deal with the matter in consultation with health care professionals (see also our policy on Child Protection).

8 The role of the Headteacher

- 8.1** It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our sex education policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach about SRE effectively, and handle any difficult issues with sensitivity.
- 8.2** The Headteacher liaises with external agencies regarding the school SRE programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework.

9 Monitoring and review

- 9.1** Monitoring is the responsibility of the head teacher, named governor (Mr P. Geldard) and teacher with responsibility for sex and relationship education (Mr B. Scott).
- 9.2** The effectiveness of the SRE programme will be evaluated by assessing children's learning and implementing change if required.
- 9.3** It is also the co-ordinator's responsibility to ensure that SRE occurs in the school curriculum according to the schemes of work for PSHE and Science.
- 9.4** This policy will be reviewed formally every two years. The next review will take place in July 2020.

Signed: B. Scott

Date: 13/7/18