

ALL SAINTS' C.E. (C) PRIMARY SCHOOL, ALREWAS

Sex and Relationship Education Policy



'Believe to Achieve'

"Living life to the full" (John 10:10)

School Values

**Love + Forgiveness + Friendship + Thankfulness + Trust + Respect =
Koinonia**

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). We recognise *Sex and Relationship Education* as the policy's full title, but we will refer in the rest of this policy simply to 'SRE'.

1.2 In the DfES document, it states that: "Sex and relationship education should

contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils"(p5). The guidance also states that "pupils should be taught about the nature and importance of marriage for family life, stable and loving relationships, respect, love and care" (p6). It recommends that an effective SRE is essential if young people are to make responsible, informed decisions about their lives. As a school and in partnership with parents/carers, we have a key role in providing SRE.

1.3 Sex education is part of the personal, social and health education (PSHE) curriculum in our school, and this policy should be read in conjunction with the PSHE policy.

2 Aims and objectives

2.1 We teach children about:

- ✓ the physical development of their bodies as they grow into adults
- ✓ the way humans reproduce
- ✓ the value of family life
- ✓ respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship
- ✓ moral issues and questions
- ✓ relationship issues
- ✓ respect for the views of other people
- ✓ respect for themselves and help promote the development of self esteem and positive self image
- ✓ how they can protect themselves from sex abuse, and what they should do if they are worried about any sexual matters.

3 Context

3.1 We teach about SRE in the context of the school's aims and values framework (see the school mission statement). We teach SRE with an awareness of the moral code, and of the values which underpin all our work in school. In particular, we believe that:

- ✓ SRE should be taught about in the context of marriage and family life
- ✓ SRE is part of a wider process of social, personal, spiritual and moral education
- ✓ 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

4.1 We teach about SRE 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 contributes significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.

4.2 In PSHE we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body, and how these work, and we explain to the children what will happen to their bodies during puberty. For example, in Year 6 we teach the children that boys' voices will change during puberty, and we explain menstruation to both boys and girls. The school nurse works closely with the class teacher in the delivery of this lesson and any subsequent lessons.

4.3 In science lessons, we follow the guidance material in the national scheme of work for science.

Key Stage 1

1 b) that animals, including humans, move, feed, grow and reproduce

2 a) to recognise and name the main external parts of the bodies of humans

3) that humans and animals can produce offspring and these grow into adults

4 a) to recognise similarities and differences between themselves and others and treat others with sensitivity

Key Stage 2

1 a) that the life processes common to humans and other animals include nutrition, growth and reproduction

2 f) about the main stages of the human life cycle.

5.4 In Year 6 we place a greater emphasis on SRE, as some 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, supported by the school nurse.

Teachers aim to answer all questions with sensitivity and care.

By the end of Key Stage 2, we ensure that all children:

- ✓ Develop confidence in talking, listening and thinking about feelings and

Relationships

- ✓ Are able to name parts of the body and describe how their bodies work
- ✓ Can protect themselves and ask for help and support
- ✓ Are prepared for puberty

4.5 Parents and carers of children in class 5, by making an appointment with the class

teacher, are able to discuss this particular programme of lessons, and how they are

taught, and to see the materials the school uses in its teaching.

5 The Role of Parents

5.1 The school is well aware that the primary role in children's SRE 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 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 children from all or part of sex education except the statutory parts that are included in the national curriculum programmes of study for science. If a parent wishes their child to be withdrawn from SRE lessons, they should discuss this with the Head teacher, and make it clear which aspects of the programme they do

not wish their child to participate in. The school always complies with the wishes of parents in this regard.

6 The Role of Other Members of the Community

6.1 We encourage other valued members of the community, including parents, to work with us to provide advice and support to the children with regard to health education, as SRE is an integral part of a planned programme of PSHE. Lessons are led by class teachers and outside agencies are invited to contribute as appropriate. A lot of care and attention is given to integrating their input into the a well structured lesson prepared by the teacher. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our SRE programme.

7 Confidentiality and Child Protection

7.1 Teachers conduct SRE lessons in a sensitive manner, and in line with the confidentiality policy. (see confidentiality policy) 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 esignated Person (the Head teacher) for child protection issues, about their concerns. The Head teacher will then deal with the matter in consultation with health care professionals (see also our policy on Child Protection).

SEN provision:

Class teachers aim to ensure that all children can access all subjects at a level appropriate to their needs. The class teachers will take into consideration the varying needs, levels of maturity and abilities of pupils and provision will therefore be differentiated appropriately.

Dealing with Sensitive Issues:

If issues arise which are not part of the planned coverage in KS1/2 curriculum which are deemed sensitive, the Governors support the professional discretion of teachers. The teacher will deal with these topics as appropriate, using a variety of approaches including:

- ✓ if a question is too explicit or is inappropriate for the whole class, the teacher

- ✓ should acknowledge the question and promise to attend to it at a later time on an individual basis
- ✓ if a question is too personal, the teacher should remind the pupil of the ground rules
- ✓ if the teacher is concerned about sexual abuse, child protection procedures should be followed

8 The role of the Co-ordinator

8.1 The co-ordinator, together with the head teacher, has a general responsibility to ensure that both staff and parents are informed about our SRE policy, and for supporting other members of staff in the implementation of this policy. It is also the head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach SRE effectively, and handle any difficult issues with sensitivity.

8.2 The co-ordinator 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.

8.3 The co-ordinator monitors this policy on a regular basis, and reports to the head teacher, when requested, on the effectiveness of the policy.

9 Monitoring and review

9.1 The Curriculum Committee of the Governing Board monitors the impact of our sex education policy every two years. The committee reports its findings and recommendations to the full Governing Board, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the SRE programme, and makes a record of all such comments.