



Sex and relationship policy

Ratified by governors 29.11.18

Next review: Autumn 2019

Rationale

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 for brevity's sake we will refer in the rest of this policy simply to 'sex education'

In the DfES document, sex education 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, positive and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health'.

Sex education 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 sex education as a means of promoting any form of sexual orientation.

Aims and objectives

We teach children about:

- the physical development of their bodies as they grow into adults;
- the way humans reproduce;
- respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
- the importance of family life;
- moral questions;
- relationship issues;
- respect for the views of other people;

Sex and Relationship Education Policy

- safeguarding, and what they should do if they are worried about any situations that make them feel uncomfortable.

Context

We teach about sex in the context of the school's aims and values framework (see the values statement in the Curriculum Policy). While sex education in our school means that we give children information about sexual behaviour, we do this with awareness of the moral code, and of the values, which underpin all our work in school. In particular, we teach about sex in the belief that:

- sex should be taught about in the context of marriage and family life;
- sex education 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;
- children need to learn the importance of self-control.

The National Healthy School Standard

We now 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 sex where appropriate;
- listen to the views of the children in our school regarding sex education;
- look positively at any local initiatives that support us in providing the best sex education programme that we can devise.

Organisation

We teach about sex through different aspects of the curriculum. While we carry out the main sex education in our personal, social and health education (PSHE) curriculum, we also do some sex education through other subject areas (for example, science and PE) which we believe

Sex and Relationship Education Policy

contribute significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.

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, we teach the children that boys' voices will change during puberty, and we explain menstruation to both boys and girls. We encourage the children to ask for help if they need it.

We use the Sunderland schools 'Lucinda and Godfrey' programme to teach children aspects of SRE. This aims to:

- Develop confidence in talking, listening and thinking about feelings and relationships;
- Teach children to name parts of the body and describe how their bodies work;
- Teach children to protect themselves and ask for help and support; and
- Prepare children for puberty.

Each year group studies a different area of SRE.

Reception: how people are different (boys and girls)

Year 1: friendship and trust.

Year 2: keeping clean

Year 3: personal safety

Year 4: peer pressure

Year 5: growing and changing

Year 6: puberty and physical changes

In science lessons, in both key stages, teachers inform children about puberty and how a baby is born. For this aspect of our teaching we follow the guidance material in the Programme of study for science. In Key

Sex and Relationship Education Policy

Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the fact that people are not all the same, and that we need to respect each other. In Key Stage 2 we teach about life processes, and the main stages of the human life cycle, in greater depth.

In Year 5 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 answer all appropriate 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. The school health team come into school to talk to the children.

The role of parents

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 sex education policy and practice;
- answer any questions that parents may have about the sex education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for sex education 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 sex education, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

The role of other members of the community

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.

Confidentiality

Teachers conduct sex education 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 head teacher who is the named safeguarding lead for child protection issues about their concerns (in her absence the deputy will deal with the incident). The head teacher will then deal with the matter in line with area child protection procedures.

The role of the Head teacher

It is the responsibility of the head teacher to ensure that both staff and parents are informed about our sex education policy, and that the policy is implemented effectively within the scheme for gender equality. It is also the head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach about sex effectively, and handle any difficult issues with sensitivity.

The head teacher liaises with external agencies regarding the school sex education 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.

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

Monitoring and review

This policy will be reviewed in line with other policies on the governing body rolling programme