



Pikes Lane Primary School Sex & Relationships Education Statutory Policy

Policy Leader: Miss Witham
Link Governor: Mrs Speak
Last Updated: September 2015
Review Date: September 2016

Pikes Lane Primary School

Sex & Relationships Education Policy

1 Introduction

- 1.1 We have based our school's relationships education policy on the Bolton PSHE Framework and the DfEE guidance document Sex and Relationship Education Guidance (ref DfEE 0116/2000). In this document, sex and relationships education is defined as 'learning about physical, moral and emotional development'.

2 Aims and objectives

- 2.1 We teach children about:
- the physical development of their bodies as they grow into adults;
 - the importance of family life;
 - relationship issues;
 - respect for the views of other people

3 Organisation

- 3.1 We teach children about relationships through different aspects of the curriculum. We carry out a lot of such teaching in our personal, social and health education (PSHE) curriculum as well as through thematic teaching.
- 3.2 We follow the Bolton PSHE framework which incorporates the theme of Relationships. In Key Stage 1 we teach children about feelings, friendships and stranger danger. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about feelings, behaviour, responsibilities, physical and emotional changes.
- 3.3 In Year 6 we place a particular emphasis on puberty as many children experience puberty at this age. The class teacher and the subject leader liaise about suitable teaching materials to use with our children in these lessons and devise a series of suitable lesson plans. By the end of Key Stage 2, we ensure that our children know how their bodies change during puberty, what menstruation is, and how it affects girls. We always teach this with due regard for the emotional development of the children.
- 3.4 We arrange a meeting for all parents and carers of children in Year 6 to discuss this particular programme of lessons, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching.

4 The role of parents

- 4.1 The school is well aware that the primary role in children's relationship education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:
- inform parents about the school's relationships education policy and practice;

- answer any questions that parents may have about the relationships education of their child;
- inform parents about the best practice known with relationships education,

4.2 Parents have the right to withdraw their child from all or part of the relationships education programme that we teach in our school. If a parent wishes their child to be withdrawn from such lessons, they should discuss this with the headteacher, 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.

5 Confidentiality

5.1 If a child makes a reference or disclosure that causes concern the Child Protection Safeguarding Children procedure will be followed. The teacher will take the matter seriously and deal with it as a matter of child protection. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the headteacher. The headteacher will then deal with the matter in consultation with health care professionals (See also Child Protection Policy).

6 The role of the headteacher

6.1 It is the responsibility of the headteacher to ensure that both staff and parents are informed about our relationships 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 effectively and handle any difficult issues with sensitivity.

6.2 The headteacher liaises with the subject leader and year 6 teacher regarding the schools relationships programmes, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

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

7 Role of the Subject Leader – Mrs S. Owen

7.1 The subject leader looks at plans, conducts learning interviews and pupil evaluations, observes lessons, and checks displays. The subject leader supports colleagues in the teaching of PSHE and citizenship by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The subject leader is also responsible for giving the headteacher an annual summary report, evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

8 Monitoring and review

- 8.1** The Curriculum Committee of the governing body monitors our relationships policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about relationships education in school, and makes a record of all such comments.

British Values

At Pikes Lane Primary School we uphold and teach pupils about British Values which are defined as:

Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs.

These values are taught explicitly through Personal, Social, Health and Emotional (PSHE), and Religious Education (RE). We also teach British Values through planning and delivering a broad and balanced curriculum as part of our unique Pikes Lane Learning Journey.

We take opportunities to actively promote British Values through whole school assemblies and through ensuring that our curriculum planning and delivery includes real opportunities for exploring these values in every subject area.