

**Policy for**  
**Sex and Relationship**  
**Education**  
**Earl Soham Community**  
**Primary School**



**Written by: Peter Lambillion-Jameson**

**Date: June 2018**

**Date of approval: 19<sup>th</sup> June 2018**

**Approved by:**

**To be reviewed June 2020**

## **Introduction**

The Governing Body of Earl Soham Community Primary School believes that Sex and Relationship Education is an important part of the broad and balanced curriculum provided by the school. It is an inseparable part of the physical, intellectual, moral and emotional growth of an individual. It is about the understanding of the importance of loving and caring relationships.

We have based our school's Sex and Relationship Education Policy on the DfEE guidance document Sex and Relationship Education Guidance (ref DfEE 0116/2000). In this document, sex education is defined as 'learning about physical, moral and emotional development. 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, sexuality, and sexual health'. Sex and Relationship Education is part of the personal, social and health education curriculum in our school. While we use sex education to inform children about sexual issues, we do this with regard to matters of 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; when these changes are likely to happen and what issues may cause them anxiety and how they can deal with these;
- the way humans reproduce – how a baby is conceived and born;
- 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;
- Sexual abuse and what they should do if they are worried about any sexual matters.

## **Context**

While sex education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values, which underpin all our work in school. In particular, we teach sex education in the belief that:

- sex education should be taught in the context of family life;
- sex education is part of a wider social, personal, spiritual and moral education process;
- 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.

## **Organisation**

We teach sex education through different aspects of the curriculum as and when appropriate. While we carry out the main sex education teaching in our personal, social and health education (PSHE) curriculum via a whole school focus week in the summer term, we also teach some sex education through other subject areas (for example, science and PE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

During the SRE focus week we use the 'Teaching SRE with Confidence in Primary Schools' scheme and resources that cater for all year groups in an age appropriate manner. It is intended that the annual focus week will allow pupils to develop a meaningful understanding over time. At this time 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 them what will happen to their bodies during puberty. For example, we tell the boys that their voices will change during puberty and we explain to the girls about menstruation. We encourage the children to ask for help if they need it.

All parents are invited to view these resources and talk to teachers about the materials prior to the teaching of this subject. Teachers do their best to answer all questions with sensitivity and care.

In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce (with a focus on questions that help pupils to recognise growth; they are not expected to understand how reproduction occurs at this stage), and we also teach them about the main parts of the body. Children learn to appreciate the differences between genders, types of families and how to show respect for each other.

## **The Role of Parents**

The school is well aware that the primary role in children's sex 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 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 the arrangements for sex education in the school;
- 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 body and their increasing responsibilities.

Parents have the right to withdraw their child from all or part of the non-statutory sex education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex education 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.

## **Confidentiality**

Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter 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. In these circumstances the teacher will follow the procedures set out in the school's Safeguarding Policy. If the teacher has concerns, they will draw their concerns to the attention of the Head Teacher. The Head Teacher will then deal with the matter as outlined in the School's Safeguarding Policy.

## **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 and Relationship Education Policy, and that the policy is implemented effectively. It is also the Head Teacher'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.

The Head Teacher liaises with external agencies regarding the school sex education programme, 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.

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**

Usually the Curriculum Committee of the governing body monitors our sex education policy. This committee reports its findings and recommendations to the full governing body and approves the Policy on a bi-annual basis. The Curriculum Committee gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments. Where there is no meeting scheduled the full governing body may approve this policy.

## **Document History**

| <b>Version</b> | <b>Date</b> | <b>Author</b>            | <b>Comments</b>      |
|----------------|-------------|--------------------------|----------------------|
| Issue 1        | June 2014   | James Mansell            | Initial publication  |
| Issue 2        | June 2016   | Peter Lambillion-Jameson | Amendment            |
| Issue 3        | June 2018   | Peter Lambillion-Jameson | Reviewed and amended |
|                |             |                          |                      |