

Cherry Dale Primary School

Cudworth Barnsley



Sex Education, Health and Relationships Policy

Mrs N Wood September 2018

## **Introduction.**

**This policy should be read in conjunction with Cherry Dale's PSICHE policy and Drugs Education policy.**

**In this document, sex education(SRE) is defined as 'learning about physical, moral and emotional development'" as defined in DfES document 2000.**

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 education is part of the personal, social and health education (PSICHE) 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**

At Cherry Dale Primary School we aim to address the needs of individual children, ensuring that they have an entitlement to sex and relationships education within the curriculum. We aim to teach and inform children about relationships, emotions, sex and sexuality. We believe that sex and relationships education (SRE) is an important part of the personal, social and health education of each child.

Sex and relationships education is an integral part of the PSICHE learning process. In developing our policy for SRE we have produced our aims with the intention that all children understand them.

Our aim in teaching SRE is to ensure that:

- We know how important it is to be part of a family and understand that there are different types of families.
- We make friends by listening and caring for others. That we all try to enjoy other people praising us for who we are and the things that we do, and we will develop our ability to talk to people.
- We develop good relationships with other people and care for others as we would like to be cared for.
- We take responsibility for the things we say and do. We develop our confidence in making decisions and are not pressurized into anything we are unhappy about.
- We know that our bodies and feelings develop and that this is all a normal part of growing up and makes us the person that we are.

- We know there will always be someone to answer our questions. It may be an adult in school, a parent or family member. Grownups understand what we are going through and will probably be able to help.
- We understand that it is alright to be different and allow people to live how they want to and accept them for who they are.
- We know that there are different people who have different thoughts about sex and relationships. We can listen to what others have got to say but are free to make our own decisions because some things that we hear may not always be true. If we have any questions about something that we have heard we can ask an adult.
- We know that as we grow up there are many changes that take place in our bodies. These changes may take place at different times and that there is no right or wrong time for changes to happen.
- We are taught how the body works to produce babies.
- We realise that some sexual activities should only be carried out when we are grown up and are able to be in a loving relationship.

### **Context**

We teach sex education in the context of the school's aims and values. 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 marriage and 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 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 Standard Scheme, which promotes health education. As participants in this scheme we:

- Consults with parents on all matters of health education policy
- 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 teaching programme that we can advise.

## **Organisation**

The members of staff with overall responsibility for SRE within the school will be the PSHCE coordinator.

We teach sex education through different aspects of the curriculum. While we carry out the main sex education teaching in our personal, social and health education curriculum, we also teach a proportion of sex education through other subject areas (e.g. science), 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.

In PSHE we teach children about relationships and we encourage children to discuss issues related to this. 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 boys that their voices will change and we explain to girls about menstruation. We encourage the children to ask for help when they need it.

FS1 and FS2.

In the foundation stage children are taught about relationships and feelings as part of the foundation stage curriculum.

KS1 and KS2.

In science lessons in both key stages, teachers inform children about puberty and how a baby is born. For this aspect of the school's teaching, although we do not follow the Barnsley scheme, we follow guidance material in the national scheme of work for science. In key 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 differences between people and how to show respect for each other. In key stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

Within both key stages children with SEN are given support within their class by the class teacher and support staff.

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 and other outside agencies such as the Healthy Settings Team may work alongside the Year 6 Teacher to deliver the SRE programme of work. 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 their 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 (as stated earlier in this policy).

During deliverance of SRE although every care is taken to answer questions concerning teenage pregnancy and STI issues staff involved have not received direct training in this area. Although should children have a specific issue that they would like to discuss they are able to do so confidentially, with any member of staff within the school.

### **Delivering SRE**

The deliverance of SRE takes place through variety of teaching approaches, such as:

Puppets, role play, group and individual work, written work, assemblies, sharing own experiences and outside agency support (Healthy Settings)

The schools resources include:

Barnsley scheme of work, Channel four video and paper materials, SEAL material, PSHE scheme of work and science assessments.

### **The role of parents**

The school is well aware that the primary role in children's sex education lies with the 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 cooperation. In promoting this objective we:

- Inform parents about the schools 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
- Invite parents to read through and offer opinions on the policy
- Invite parents to view the materials used and if necessary attend a workshop on SRE

Parents have the right to withdraw their child from all or part of the 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 headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. However, parents cannot withdraw children from NC science. The school always complies with the wishes of the parents in this regard.

### **The role of other members of the community**

We encourage other 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, NSPCC 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 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 the victim of abuse. 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 Designated Safe Guarding Lead who will then deal with the matter accordingly.

### **Assessment of SRE**

SRE is assessed through the schools uniform science assessments when covered in this area. Teacher assessment is also a large part of the assessment of SRE within school.

### **The role of the headteacher**

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

### **Dissemination of the policy**

All members of the governing body receive a paper copy of the policy. All members of staff within the school can access the policy via the policy document folder within the school staffroom. Parents can view the policy by requesting a copy from the headteacher.

### **Training and Support**

The school is committed to ensuring that its teachers, support staff, governors, parents and community have access to information regarding this policy. This will be parallel to the supportive process available for everyone involved in the delivery and/or management of the policy.

**Named staff and Governors**

The member of staff with overall responsibility for the deliverance of SRE will be the PSHCE coordinator with the chair of governors overseeing the SRE policy.

**Assessing SRE**

The monitoring of the SRE policy will take place predominantly in the form of teacher assessment. This will then be reported to the PSHCE coordinator and reviewed accordingly.

**Monitoring and Reviewing**

The PSHCE coordinator will review this policy in line with other policies.

Date Approved .....

Approved by ..... *on behalf of the governors*  
*of*