

## St Martin's Garden Primary School

### Sex and Relationship Education Policy

#### Introduction

At St Martin's Garden Primary School our policy on sex and relationship education is based on the DfES document 'Sex and Relationship Education Guidance' (DfES 0116/2000). 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 and loving relationships, respect, love and care. It is also about the teaching of sex 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
- sexual abuse, and what they should do if they are worried about any sexual matters
- people's right to choose their own sexual orientation and how we need to respect that.

#### Context

We teach sex education on the understanding that:

- it is taught in the context of loving relationships and family life
- it 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.

## **Organisation**

Children from Reception to Year 6 will be supported in their understanding of relationships through our PSHE curriculum. This includes whole school teaching through assemblies, class teaching and themed weeks such as Difference and Diversity Week. Children's understanding of sex and relationships is also supported through circle time opportunities and discussions prompted by children.

In Years 5 & 6, we place a particular emphasis on health education, as many children experience puberty at this age. Teachers strive 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 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. We encourage the children to ask for help if they need it.

In Year 5 the children have sessions during the summer term, where changes in their bodies are discussed. These sessions are delivered in partnership with the School Nurse, following the Bath and North East Somerset programme for Sex and Relationship Education.

In Year 6, the School Nurse delivers alongside teachers a programme of sessions which includes watching a DVD and undertaking follow up activities based around the topic of puberty and how babies are born. During this time the children are encouraged to ask questions but are also provided with a 'question box' so that if they have any questions they wish to ask anonymously they have the opportunity to do so. The class teacher is always present during the sessions with the Nurse and has a follow up question and answer time if necessary.

## **The role of parents and carers**

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 and carers of children at our school, through mutual understanding, trust and cooperation. Therefore, before either the Year 5 or 6 Sex and Relationship programmes commence the school

arranges a meeting for all parents and carers to discuss this particular programme of lessons, to explain what the issues are, and how they are taught. They are also given the opportunity to see the materials the school uses in its teaching and ask any questions of the School Nurse. 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. Parents and carers 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. The school always complies with the wishes of parents/carers in this regard.

### **Confidentiality**

Teachers and the School Nurse 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 school's designated safeguarding lead for child protection issues about their concerns. They will then deal with the matter in consultation with health care professionals (see also our policy on Child Protection).

### **Monitoring and review**

Senior Management and the Full Governing Body will monitor the impact of our Sex and Relationship Education policy. They will give serious consideration to any comments from parents or carers about the sex education programme and will make a record of all such comments.

This policy will be reviewed every 3 years or earlier if necessary.

Adopted by Governors:

22<sup>nd</sup> January 2019

Signed by Chair of Governors:

Review date: