



'What we learn with pleasure we never forget'

SEX & RELATIONSHIP POLICY

Date Written: May 2016

Date of Review: March 2018

Headteacher.....

Date.....

Chair of Governors.....

Date.....

Sex and Relationship Education Policy

Carlton Colville Primary School.

Introduction

Our school's policy on sex and relationship education (SRE) is based on the DfES document *Sex and Relationship Education Guidance* (DfE 0116/2000).

In the DfE document, SRE is defined as 'learning about physical, moral and emotional development'.

SRE is part of the personal, social and health education (PSHE) curriculum in our school and our science curriculum, both of which have been incorporated into our theme based, flexible curriculum. When we inform our pupils through SRE 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 SRE 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;
- personal safety, and what they should do if they are worried about any sexual matters.

Context

We teach about sex in the context of the school's aims and values framework (see the values statement in the Teaching and Learning Policy). While SRE in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code, and of the values which underpin all our work in school. The DfE 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, sexuality and sexual health'.

In particular, we teach about SRE in the belief that:

- SRE is part of a wider process of social, moral, spiritual and cultural 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;
- The school's role is to build confidence, self-esteem and interpersonal skills

- Children must learn to appreciate the fact that people are not all the same and that we all need to respect each other
- It is important to build positive relationships with others, involving trust and respect;
- Children need to learn the importance of self-control.

SRE is taught to all children, regardless of their ability. Children with individual needs or learning difficulties will be considered to ensure awareness and understanding is appropriately met. Children with SEN will be pre-taught as appropriate.

Organisation

We teach about SRE through different aspects of the curriculum. While we carry out the main SRE in our personal, social and health education (PSHE) curriculum, we also do some SRE through other subject areas (for example, science, RE and PE) which we believe contributes significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.

As detailed in the PSHEe and citizenship policy, we use a flexible, theme based curriculum and many aspects of SRE have been embedded in our themes.

In PSHE staff teach children about relationships and help them to develop skills, and we encourage children to discuss issues. We encourage the children to ask for help if they need it. We teach about the parts of the body, using correct biological language. (See Appendix 1)

In science lessons (within our themes) we follow the guidance material in the National Curriculum for Science due to the strong link between PSHEe and 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 external parts of the body. We teach that humans and other animals can produce offspring which grow into adults. In Key Stage 2 we teach that life processes common to humans and other animals include growth and reproduction. We teach about the main stages of the human life cycle and changes during puberty. Staff will use appropriate resources for teaching SRE which have been approved by the Headteacher and these resources will be differentiated as appropriate to address the needs of children with special needs in order for them to have full access to the content of sex and relationship education.

Evaluation of the SRE programme and teaching will be considered, thinking about reactions and overall understanding of the topic.

The role of parents

The school is well aware that the primary role in children's SRE 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:

- consult parents about the school's SRE policy and practice, particularly in Years 5 and 6;
- answer any questions that parents may have about the SRE of their child;
- take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for SRE in the school;
- 'Learning Together' sessions with parents are arranged as appropriate.
- Use Parent evaluation of SRE 'Learning Together' sessions to inform future planning
- Inform parents about the best practice known with regard to SRE, so that the teaching in school supports the key messages that parents and carers give to children at home.
- In Year 6 parents/carers are invited to view and discuss materials used for SRE.
- Liaise with parents about pre-teaching children with SEN using appropriate materials.

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 have the right to withdraw their child from all or part of the SRE programme as taught within the PSHE curriculum. However, parents cannot request pupils be taken out of the Sex Education statutory elements in the Science Curriculum. If a parent wishes their child to be withdrawn from SRE 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.

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 SRE programme.

Safeguarding

Teachers conduct SRE 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 named person for child protection issues about their concerns. The head teacher will then deal with the matter in consultation with health care professionals (see also our policy on Safeguarding).

Ground Rules/Distancing

Before SRE lessons an agreed set of Ground Rules is discussed so that children feel comfortable to discuss feelings and experiences. For example, using stories to introduce aspects of SRE; talking in general about 'children your age' or 'adults like me'.

The proper use of language is used when discussing biological terms.

The role of the Headteacher

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

The Headteacher liaises with external agencies regarding the school's SRE 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 Headteacher monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.

Monitoring and review

There is a named governor, Mrs J. Holland, who monitors SRE provision, resources and the SRE policy.

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

Appendix 1:

As a whole school staff we have agreed on the following terms to be used **if** and **when** appropriate:

Penis
Testicles
Scrotum
Breasts
Nipples
Vulva
Vagina

Most children will have 'pet' or 'family' names for these parts of the body. This is completely fine and acceptable. If these names are used in school the teacher will recognise what the child is saying and then explain that 'the word we use in school for this part of the body is.....'.