

St Laurence s CE Primary School

Sex and Relationships Education Policy September 2017

What is Sex and Relationships Education (SRE)?

SRE comprises learning about physical, moral and emotional development. It is about the understanding of 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. SRE is part of the personal, social and health education curriculum in the school. While we use SRE 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 or sexual activity.

The Department of Health set out its ambition for all children and young people to receive high quality sex and relationships education in the *Sexual Health Improvement Framework* (2013), while the Department for Education's paper *The Importance of Teaching* (2010) highlighted that 'Children need high quality sex and relationships education so they can make wise and informed choices'.

Aims and Objectives

SRE contributes to the foundation of PSHE and Citizenship by ensuring all children:

- Develop confidence in talking, listening and thinking about feelings and relationships.
- Are able to name parts of the body and describe how their bodies work
- Can protect themselves and ask for help and support; and
- Are prepared for puberty

The combined PSHE and Citizenship framework is developed in conjunction with the National Curriculum for Science and within the context of the National Healthy Schools Standard to ensure effective provision. We aim to teach the 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, loving relationship;
- The importance of family life;
- Moral questions;
- Relationship issues including friendships, bullying and self-esteem;
- Respect for the views of other people;
- Sex abuse and what they should do if they are worried about any sexual matters;
- To feel comfortable when talking about more sensitive issues.

Principles

- Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives.
- The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development.
- Effective sex and relationship education will help young people learn to respect themselves and others and move with confidence from childhood through adolescence to adulthood.
- SRE helps children to deal with difficult moral and social questions.

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Attitudes and values

- Learning the importance of values and individual conscience and moral considerations
- Learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- Learning the value of respect, love and care;
- Exploring, considering and understanding moral dilemmas; and
- Developing critical thinking as part of decision making.

Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively;
- Developing self-respect and empathy for others;
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Developing an appreciation of the consequences of choices made;
- Managing conflict; and
- Learning how to recognise and avoid exploitation and abuse.

Knowledge and understanding

- Learning and understanding physical development at appropriate stages;
- Understanding human sexuality, reproduction, sexual health, emotions and relationships;

The National Healthy Schools Standard

The school has achieved the Healthy Schools Standard which promotes health education. As participants in this scheme we:

- Consult with parents on matters of health education policy;
- Support teachers in their teaching of sex and relationships
- Listen to the views of the children in our school regarding sex and relationship education;
- Look positively at any local initiatives that support us in providing the best sex and relationship education teaching programme that we can devise
- Involve the wider community in helping us carry out the sex and relationship education curriculum e.g. health professionals.

Organisation

- We teach sex and relationship education through different aspects of the curriculum. While we carry out the main sex and relationship education teaching in our personal, social and health education (PSHE) curriculum, we also teach some sex and relationship education through other subject areas (for example, 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. We teach about the parts of the body and how these work,

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and we explain to them what will happen to their bodies during puberty. We encourage children to ask for help if they need it.

- Our curriculum ensures that both boys and girls know about puberty and how a baby is born. All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes.
- In years 5 and 6 we place a particular emphasis on health education, as many children experience puberty at this age.
We liaise with the Local Authority about suitable teaching materials to use with our children in these lessons. 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.
- We arrange a meeting for all parents and carers of children in years 5 and 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.
- The content of the sex and relationship education programme is as follows:

Foundation Stage

Throughout the foundation stage children are helped to:

Develop emotional well being

- Know who they are and how they fit into a group
- Feel good about themselves
- Develop respect for others
- Find out about and identify some features of living things including their own bodies
- Recognise the importance of keeping healthy and those things which contribute to this

KS1

Growing up

Parts of the body – external

Differences

Stranger Danger

Good and bad touches

KS2

Relationships – marriage, family and friends

Life Cycles – growth and development

Mammals – birth and development of young

Birth of a baby

Taking responsibility and keeping safe

Self-esteem

Puberty – body changes, hygiene, menstruation

Conception

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The role of parents

The school believes that the primary role in children's sex and relationship education lies with the parents and carers. We wish to build a positive and supporting relationship with the parents of the children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about the school's sex and relationship education policy, its practice and the resources used in its teaching;
- Answer any questions that parents may have about the sex and relationship education of their child;
- Take seriously any issues that parents raise with teachers or governors about this policy or the arrangements for sex and relationship education within the school;
- Inform parents about the best practice known with regard to sex and relationship 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 sex and relationships education programme that we teach in school. If a parent wishes their child to be withdrawn from sex and relationship 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.

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 Authority, such as the school nurse and other health professionals, give us valuable support with our sex and relationship education programme. Other people that we can call on include local clergy, social workers and youth workers.

Confidentiality

Teachers conduct sex and relationship education lessons in a sensitive manner and in confidence. It is the policy of the school to answer children's questions as they arise in an honest and caring manner encouraging the use of correct physiological terms as appropriate to the age and needs of the individual child. If a question is deemed to be inappropriate for the age and understanding of the child, the child will be referred to their parents. 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 talk to the designated person for Child Protection

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immediately and follow the procedures in the schools Child Protection policy. They will then speak to the child as a matter of urgency without leading the child in any way. 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 in consultation with health care professionals (See Also Child Protection 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 relationships 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 and relationships 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 this policy.

Equal Opportunities

Teachers have a duty to ensure that children with special needs and learning difficulties are properly included and their developmental needs met. There will be equality of opportunity for boys and girls. Teachers will ensure that there is no stigmatisation of pupils based on home circumstances.

Monitoring and review

The curriculum Committee of the governing body monitors our sex and relationship education policy on an annual basis. The 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 the sex and relationships education programme. Governors require the head teacher to keep a written record, giving details of the content and delivery of the sex and relationships education programme that we teach in our school.

This policy is to be reviewed every two years. Next review date – September 2019 or in line with Government requirements.