

**Snettisham Primary School**



# **Sex and Relationships Education Policy**

May 2015

## **Introduction**

Snettisham Primary School's policy on sex and relationship education is based on the DfES document 'Sex and Relationship Education Guidance' (DfES 0116/2000). We recognise 'Sex and Relationship Education' as the policy's full title, but, for brevity's sake, we will refer in the rest of this policy simply to 'sex education'. 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, sexuality, and sexual health'.

In line with our commitment to the **safe-guarding** of children we teach sex education in line with local and national guidelines ensuring any issues raised are dealt with appropriately and sensitively.

Sex education is part of the personal, social and health education (PSHE) curriculum in our academy. 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.

## **Context**

While sex education in our academy 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. We teach sex education on the understanding that:

- it is taught in the context of marriage 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;
- children need to learn the importance of self-control.

## **The National Healthy School Standard**

We participate in the National Healthy School Standard scheme, which promotes health education. As participants in this scheme, we:

- consult with parents and carers on all matters of health education policy;
- train our teachers to teach about sex;

- listen to the views of the children in our academy regarding sex education;
- look positively at any local initiatives that support us in providing the best sex education programme that we can devise.

### **Organisation**

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

We follow the guidance material in the new national curriculum for science. In KS1 we teach children about the main parts of the body. Children learn that animals, including humans, have offspring, which grow into adults. In KS2 children learn to describe the differences between the life cycles of various animals and to describe the life process of reproduction in plants and animals.

In PSHE, we teach children about relationships, and we encourage children to discuss issues. In Years 5 and 6 we teach SRE in much more detail. We teach about the parts of the body, how these works, and we explain to the children what will happen to their bodies during puberty. For example, we teach the children that boys' voices will change during puberty, and we explain menstruation to both boys and girls. We encourage the children to ask for help if they need it. Where appropriate, lessons are taught in single gender groupings. During 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 and Community Nurses about suitable teaching materials to use with our children in these lessons. 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 females. We always teach this with due regard for the emotional development of the children.

Teachers do their best to answer all questions with sensitivity and care however we also provide a question box for the children in Years 5 and 6 during our SRE lessons. This allows children to write questions that they may be too embarrassed to ask in front of other children. It also allows teachers to cover 'real issues' that the children may have and avoid irrelevant questions.

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 academy uses in its teaching.

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

The academy 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 academy, through mutual understanding, trust and cooperation. To promote this objective, we:

- inform parents and carers about the academy's sex education policy and practice and hold a Sex and Relationships Information Evening for parents prior to teaching the various units in Years 5 and 6.
- answer any questions that parents or carers may have about the sex education of their child;

- take seriously any issue that parents or carers raise with teachers or governors about this policy, or about the arrangements for sex education in the academy;

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 academy. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Executive Headteacher and make it clear which aspects of the programme they do not wish their child to participate in. The academy always complies with the wishes of parents/carers 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, may be invited to give us valuable support with our sex education programme.

### **Confidentiality**

Teachers 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 named person for child protection issues about their concerns. The Executive Headteacher will then deal with the matter in consultation with health care professionals (See Safeguarding Policy).

### **The role of the Executive Headteacher**

It is the responsibility of the Executive Headteacher to ensure that both staff and parents/carers are informed about our sex education policy, and that the policy is implemented effectively. It is also the Executive Headteacher 's responsibility to ensure that members of staff are given sufficient training, so that they can teach about sex effectively, and handle any difficult issues with sensitivity. The Executive Headteacher liaises with external agencies regarding the academy sex education programme, and ensures that all adults who work with our children on these issues are aware of the academy policy, and work within its framework. The Executive Headteacher monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.

### **Entitlement and Inclusion - EAL, SEN, More Able**

All children are entitled to access a broad and balanced curriculum at an appropriate level. Teachers should include a range of teaching styles and groupings to allow all children to make progress. Every child should be given opportunity to develop their skills independently and in groups, enhancing their own confidence and self-esteem.

### **Resources**

There is an adequate range of resources to support the teaching of SRE across the school. We keep most of our resources in the resources area and there are also suitable books to support the children's learning in the library.

**Training**

Whole staff and individual training needs will be identified through the Academy's self-evaluation process and staff appraisal.

**Monitoring and review**

The governing body monitors the impact of our sex education policy on an annual basis. The Governors give serious consideration to any comments from parents and carers about the sex education programme. Governors require the Executive Headteacher to keep a written record, giving details of the content and delivery of our sex education programme. This policy will be reviewed every three years, or earlier if necessary.

**Links to Other Policies**

- Teaching & Learning Policy
- Science Policy
- PSHE Policy
- Safeguarding Policy