

# **REDBY PRIMARY SCHOOL**

## **SEX AND RELATIONSHIPS POLICY**

Date of Implementation: September 2007

Date of Review: September 2008

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## SEX AND RELATIONSHIPS EDUCATION POLICY

### 1. Introduction

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

Within our school SRE is part of the Personal, Social, Moral, Health and Citizenship Education (PSMHCE) curriculum, it is also taught as part of the National Curriculum for Science. When we inform our pupils through SRE, we do this with regard to morality and individual responsibility, and in a way that allows children to ask and explore moral questions. SRE is not used as a means of promoting any form of sexual orientation.

### 2. Aims

We teach children about:

- Physical development of their bodies as they grow into adults;
- Human reproduction;
- Respecting their own bodies;
- The importance of stable family life in its many forms;
- Moral issues;
- Relationship issues;
- Respect for the views of other people;
- Strategies to use if they are worried about any sexual matters.

### 3. The National Healthy School Standard

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

- Consult with parents and governors on all matters of health education policy;
- Support teachers in teaching about SRE;
- Listen to the views of the children regarding SRE;
- Look positively at any local initiatives that support us in providing a good quality SRE programme.
- Work closely with the school nursing service to support the delivery of aspects of SRE

### 4. Organisation of SRE

We teach about sex and relationships through different aspects of the curriculum. While we carry out the main sex education through our PSMHCE curriculum, we also teach it through other subject areas, including Science and Physical Education, which we believe

contributes significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.

In PSMHCE we teach children about relationships, and we encourage children to discuss issues. We teach about parts of the body, and how these work, and in Year 6 we explain to the children what will happen to their bodies during puberty. For example we teach the children that boys' voices will change and we explain menstruation to both boys and girls. We invite the School Nurse to lead a programme of SRE for Y6 pupils; this normally takes place during the summer term.

In Science lessons, in both Key Stage 1 and 2, we teach children about how the main parts of the body and how a baby is born. This is in line with the 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. Children learn to appreciate the fact that people are not all the same, and that we need to respect each other. In Key Stage 2 we extend children's knowledge and understanding through studies about life processes and the main stages of the human life cycle.

In Year 6 we place a greater emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons. Teachers do their best to answer 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 discuss the emotional aspects of puberty with the children and give them strategies to manage their feelings including mood swings. We always teach this with due regard to the emotional development of the children. We send a letter to the parents/carers of Year 6 children explaining the programme of lessons relating to SRE; they can withdraw their child from some or all of these sessions, although aspects of SRE covered during Science lessons are compulsory. Parents are welcome to view the materials that are used to support Sex and Relationship Education.

We also make effective use of the National Primary Strategy **Social, Emotional Aspects of Learning (SEAL) Programme** to support the delivery of SRE in our school. Through the SEAL Programme we place an important emphasis on helping children understand and in turn manage their feelings throughout their lives, but particularly at key times of change such as puberty. Our Nurturing rooms also support children in developing their emotional literacy and their ability to understand themselves and in turn empathise with others.

## **5. The role of parents/carers**

The school is fully 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 trust, understanding and cooperation. To promote this objective we:

- Inform parents about the school's SRE policy and practice;
- Answer any questions parents may have about their child's SRE;
- Take seriously any concerns parents may raise about the arrangements for SRE;
- Encourage parents to be involved in the review of this policy;
- Inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home.

*Parents have the right to withdraw their child from all or part of the SRE programme. If a parent wishes their child to be withdrawn, 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 will make alternative provision for pupils who are withdrawn from the SRE programme.*

#### **6. 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 practice, members of the Local Health Authority, such as the school nurse and other health professional, give us valuable support with our SRE programme.

At times we will work in partnership with DfES recognised agencies, such as local Universities in supporting their research work into the areas of stable relationships in their many and diverse forms, parents will be informed if any such projects are planned and will be offered the chance to view the content of any materials used.

#### **7. 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 SRE 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 SRE effectively, and handle any issues sensitively.

The Head Teacher liaises with external agencies regarding the SRE programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within the agreed framework.

The Headteacher monitors this policy on a regular basis, and reports to governors, at least annually, on the effectiveness of the policy.

#### **8. Safeguarding Children**

Teachers conduct SRE lessons in a sensitive manner, and in confidence. However, if a child makes reference to being involved (or likely to be involved) in sexual activity, the teacher will take the reference seriously and pass it immediately to the designated person/Head Teacher. Teachers will respond in the same way if a child indicates that he/she may have been a victim of abuse. The Head Teacher will immediately invoke the school's Safeguarding Children Policy.

#### **9. Monitoring and Review**

As stated above, the Head Teacher reports to the governing body on changes to the SRE policy, on at least an annual basis. Governors require the Head Teacher to keep a written record, giving details of the content and delivery of the SRE programme.

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

