



SEX & RELATIONSHIP EDUCATION POLICY

May 2017

Signed:
Headteacher: Alison Gibson

Signed:
On behalf of the Governing Body

Proposed Review Date: May 2018

SEX AND RELATIONSHIP EDUCATION POLICY

1 Introduction

This policy reflects our school's mission statement to provide education that is based upon a search for moral, spiritual, mental and physical well-being. We have also referred to the DfEE guidance document Sex and Relationship Education Guidance (ref DfEE 0116/2000) and the Diocese guidance. Our aim for Sex and Relationship Education is to provide children with the opportunity to learn about their physical, moral and emotional development in a supportive, caring and loving environment, which is firmly rooted in our Christian faith. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. Sex and relationship education is part of the personal, social, health and citizenship education curriculum in our school. Sex education and relationship education prepares and informs children about growing up. 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 and relationship education as a means of promoting any form of sexual orientation. This policy is part of promoting health education as we work towards maintaining the National Healthy Schools Standard.

AUDIENCE

This policy is intended for staff, governors, parents and other interested parties. Each member of staff will receive a copy. A copy will be placed in the governors library and copies distributed to parents and others on request.

2 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;

3 Context

We teach sex and relationship education in the context of the school's aims and values framework (See Curriculum Policy values statement.) While sex and relationship education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and the Christian values which underpin all our work in school. In particular, we teach sex education in the belief that:

- sex and relationship education should be taught in the context of secure relationships and family life;
- sex and relationship education is part of a wider social, personal, spiritual and moral education process;
- 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.

Curriculum and Social 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 and citizenship education (PSHCE) curriculum, we also indirectly teach some sex 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.

We teach Year 5 and 6 about growing up and relationships, and we encourage children to discuss issues. We teach about the parts of the body and we explain to them what will happen to their bodies during puberty. For example, we tell the boys that their voices will change during puberty and we explain to the girls about menstruation. We encourage the children to ask for help if they need it. The children also learn how a baby is born.

In science lessons in both key stages, we follow the guidance material in the national scheme of work for science. In Key Stage 1 we teach children that animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle.

In Year 5 and 6 we place some emphasis on health education, as many children experience puberty at this age. We liaise with the school nurse 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 (as stated earlier in this policy).

Parents are informed about the 'Growing Up' talk. Parents are asked for their consent for their child to attend this session and are able to discuss with the Year 6 teacher how the children are taught, and to see the materials the school uses in its teaching. Parents have the right to withdraw their child from this session.

6 The role of parents

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

- inform parents about the school's sex education policy and practice;
- answer any questions that parents may have about the sex education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;

7 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 sex and relationship education programme.

8 Confidentiality

The school nurse conducts sex education lessons in a sensitive manner and in confidence. 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 child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the headteacher. The headteacher will then deal with the matter in consultation with health care professionals. (Refer to the Child Protection Policy.)

9 The role of the headteacher

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

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

10 Monitoring and review

The Standards & Effectiveness Committee of the governing body monitors our sex and relationship education policy as and when required. This policy is approved by the Governing Body through the Standards & Effectiveness Committee who monitor the policy and report to the Full Governing body.