



Sex and Relationship Education Policy

1 Introduction

1.1 Our school's policy on sex and relationship education is based on the DfE document *Sex and Relationship Education Guidance* (DfEE 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'.

1.2 In the DfE 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'.

1.3 Sex education is part of the personal, social and health education (PSHE) curriculum in our school. 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. Some parts of Sex and Relationship Education are compulsory; they are part of the National Curriculum for Science. We do not use sex education as a means of promoting any form of sexual orientation.

2 Aims and objectives

2.1 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
- sex abuse and what they should do if they are worried about any sexual matters

3 Context

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

- sex should be taught about in the context of marriage and family life
- sex education 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

4 Learning intentions

4.1 EYFS

Making friends; talk with them and share feelings

Identify and be able to talk to someone trusted

Know that animals; including humans; grow and reproduce

Recognise and compare the main external parts of the human body

Know humans and animals produce offspring and they grow into adults

4.2 Year 1

Identify the basic rules for keeping safe and healthy

Appreciate ways in which people learn to play; work and live together; able to listen and discuss

Appreciate own feelings and actions have an impacts on others

Recognise the similarities and differences between each and treat others with sensitivity

To identify and share feelings with others

Know there are different types of people and describe the roles of individuals within a family

4.3 Year 2

Recognise safe and unsafe situations (the 'uh-oh' feeling)

Use simple rules for dealing with strangers and resisting pressure when feeling uncomfortable or at risk

Know rituals associated with birth, marriage and death and discuss emotions involved

Name the main external parts of the human body, including agreed names for sexual parts

Know the needs of babies and young people

4.3 Year 3

Know our bodies and how it will change

Know we have different kinds of relationships with different people and that physical contact with these people will differ

Know who to talk to and who we can tell

Know that experiencing a range of feelings and emotions is fine

4.4 Year 4

Know bodies change approaching puberty and how emotions may change at that time

Know personal hygiene becomes important as puberty approaches

Learn strategies for dealing with pressure to do something which is known to be wrong

Know different family groupings

Recognise similarities and differences between people i.e. racial, cultural, ethnic, gender, religious, disabilities

To know when it is important to talk and 'tell'

4.4 Year 5

Know and describe how bodies will change approaching puberty
Understand it is important to keep bodies our bodies clean
Know life processes common to humans and other animals including growth and reproduction
Know the main stages of the human life cycle
Know how a baby is made and that it is possible to prevent fertilisation
Understand the birth process
Be aware of the responsibilities and the skills of parenting

4.5 Year 6

Be aware that relationships develop and change
Develop tolerance and understanding of different family grouping
Know how sexually transmitted infections are passed
Consider effects of prejudice against individuals and consider strategies for dealing with verbal comments

6 The role of parents

6.1 The school 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 of children at our school, through mutual understanding, trust and cooperation. To promote 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 about the arrangements for sex education in the school
- encourage parents to be involved in reviewing the school policy, and making modifications to it as necessary
- 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
- 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

6.2 Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Headteacher 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.

7 The role of other members of the community

7.1 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 education programme. Other people that we call on include local Religious Leaders, social workers and youth workers.

8 Confidentiality

8.1 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 Headteacher will then deal with the matter in consultation with health care professionals (see also our policy on Child Protection).

9 The role of the Headteacher

9.1 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 about sex effectively and handle any difficult issues with sensitivity.

9.2 The Headteacher liaises with external agencies regarding the school sex education 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.

9.3 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

10.1 The Learning and Teaching Committee of the Governing Body monitors the impact of our sex education policy on an annual basis. This committee reports its findings and recommendations to the full Governing Body, as necessary, if the policy needs modification. The Committee gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments. Governors require the Headteacher to keep a written record giving details of the content and delivery of our sex education programme. This policy document will be available to parents via our website or by requesting a paper copy from the school office.

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

Links with other policies:

PSHE & Citizenship

Equality

Child Protection

Behaviour

Anti-Bullying

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Agreed by Governors: *Autumn Term 2015*

To be reviewed: *Autumn Term 2017*