

Sex and Relationship Education Policy

Introduction

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

In the DfES document, sex and relationship 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'.

Sex and relationship 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. 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;
- sex abuse, and what they should do if they are worried about any sexual matters e.g. sexting
- understanding of healthy relationships

Context

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 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, committed relationships and family life;
- sex and relationship 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 be taught to have respect for others;
- children should be taught that there are many different types of relationships
- 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;
- learn about equality in relationships
- children should be taught about dealing with sexual violence and harassment

Organisation

We teach about sex and relationships through different aspects of the curriculum. While we carry out the main sex and relationships education in our personal, social and health education (PSHE) curriculum (Appendix 1), we also deliver sex and relationship[education through other subject areas (for example, science and PE) which we believe contribute significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.

In Sex and relationship education we teach children about different types of relationships, and we encourage children to discuss issues. We teach about the parts of the body, and how these work, 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.

In Year 6 we place a particular emphasis on health education, as many children experience puberty at this age. Teachers 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 children's 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.

The role of parents

The school is well aware that the primary role in children's sex and relationship 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 and relationship education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for sex and relationship 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 and relationship education, so that the teaching in school supports the key messages that parents and carers give to children at home.
- exchange knowledge and information, so that children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

Parents have the right to withdraw their child from all or part of the sex and relationship education programme that we teach in our school. If a parent wishes their child to be

withdrawn from sex and relationship 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.

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.

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 e.g CSE, sexual violence, sexual harassment. 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 safeguarding professionals (see also our policy on Child Protection and guidance on Sexual Violence and Sexual Harassment in children in schools and colleges December 2017).

The role of the headteacher

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

The headteacher liaises with external agencies regarding the school sex and relationship 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.

The headteacher monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.

Review

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

Signed:

Date:

SRE overview - PSHE

Year	Theme	Key concepts	Vocabulary
FS	Me and my Relationships	Friends Families	Friend, like, sharing, caring, listening, understanding, fun, family, different, same, mum, dad, step mum, step dad, brother, sister, grandparent, auntie, uncle, cousin
1	Happy and Healthy Me	Parts of the body Changes from baby to adult What can we do now and what can we do in the future	Head, neck, shoulders, arms, hands, fingers, legs, feet, toes, face, eyes, nose, mouth, ears, teeth, hair, knee elbow, child, teenager, elderly, change, needs, grow and develop
	Me and My Relationships	Types of families Special people Friends Making choices	Family, relationship, different, similar, respect, care, love, look after like, trust, share, listen, help, talk, kind, good friend and choice
2	Happy and Healthy Me	Parts of the body Germs and diseases Keeping safe in relation to people	clean, dirty, hygiene, washing, infection, disease, germ, spread, catch, illness, stop, cover, nurse, doctor and pharmacist
	Me and My Relationships	Getting on with others Dealing with conflict Teasing and bullying Changing relationships Keeping safe in relation to people	Behaviour, affect, others, sharing, taking turns, helping, rules, fair, unfair, right, wrong, kind, unkind, special, change, loss, happy, sad, angry, remember, talk and share
	Me and My Safety	Keeping safe in relation to people Surprises and secrets	Safe, unsafe, comfortable, uncomfortable, acceptable, unacceptable, secret, surprise, tell, no and stop, Speaking out, Challenging stereotypes and cultural expectations Equal relationships
	Me and Other People	Differences between boys and girls (not physical) Gender stereotypes Different Families	Boy, girl, male, female, family, same, different and similar

KS2			
3	Me and My Relationships	Differences between boys and girls Families Choices Friendships Arguments Choices and influences Keeping safe in relation to people	Knee, elbow, shoulder, wrist, ankle, stomach, heart, lungs, brain, tongue male, female, boy, girl, changes, physical, emotional, social, teenager, family, parent, carer, partner, mum, dad, grandparents, step mum and step dad Speaking out, Challenging stereotypes and cultural expectations (honour based) Equal relationships
	Me and My Safety	Physical contact – acceptable and not acceptable Dealing with physical contact NSPCC PANTS resource	Acceptable, unacceptable, depends, worried, hurt, upset, tell, good secret, bad secret and surprise,
4	Happy and Healthy Me	Illness Spread of disease	Bacteria, virus, germs Ill, unwell, spread stop and hygiene
	Me and My Relationships	Life cycles in animals Changes experienced Feelings and emotions Good and bad touches Bad secrets Loss	Life cycle, grow, change, mature, grow, bigger, taller, heavier, stronger, change, developing, feelings, emotions, moods, relationships, safe, feelings, lost, separated, died, relief, regret, remember, support, share, responsibility
	Me and My Safety	Hazards online including relationships on line Keeping safe in relation to people	On line, passwords, personal information, CEOP button and secret Speaking out, Challenging stereotypes and cultural expectations (honour based) Equal relationships
5	Me and My Relationships	Changes in boys and girls Gender stereotypes Hygiene Relationships Love What makes a good partner? Pressure Keeping safe in relation to people	personal hygiene, hormones, bacteria, sweat, perspire, greasy, odour, toiletries, relationships, love, partner, marry, marriage, secret, risk and responsibility Speaking out, Challenging stereotypes and cultural expectations (honour based) Equal relationships CSE
6	Me and My Relationships	Concerns and worries NSPCC – In the Know Keeping safe in relation to people	Puberty and feelings Speaking out, Challenging stereotypes and cultural expectations (honour based) Equal relationships CSE
	Happy and Healthy Me	Menstruation Conception Gender stereotypes	Puberty, emotional, physical, social, e, reproductive organs, sperm, egg, sexual intercourse, womb, penis, vagina, baby, periods, breasts and ovaries