



St. Margaret's-at-Cliffe Community Primary School

Sex and Relationship Education Policy

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Signed : _____ Jane Nightingale, Chair of Governors

Signed : _____ Helen Comfort, Headteacher

Equality

We recognise our duty and responsibility to establish equality for all pupils, staff, other members of the school community and service users regardless of their ethnicity, gender, disability, sexual orientation; age or beliefs as defined within existing equalities legislation (please see 'Single Equality Scheme').

1 Introduction

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

1.2 In the DfES document, 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'.

1.3 SRE is part of the personal, social and health education (PSHE) curriculum in our school. When we inform our pupils through SRE 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 SRE as a means of promoting any form of sexual orientation or sexual activity.

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 within stable loving relationships;
- moral questions;
- relationship issues;
- respect for the views of other people;
- learning how to recognise and avoid exploitation and abuse, and what they should do if they are worried about any sexual matters.

3 Context

We teach about sex in the context of the school's aims and values (see the values statement in the Curriculum Policy). While SRE 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. We teach SRE on the understanding that:

- it is taught in the context of committed relationships 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.

4 Organisation

4.1 We teach SRE through different aspects of the curriculum. In particular, through PSHE, Science and RE. In PSHE and RE we teach children about relationships and encourage children to discuss ideas. In Science every year group develops their understanding about the body and how it works. In Key Stage 1, we teach children about how animals, including humans, move, feed, grow and reproduce. Throughout KS2 we teach about life processes and the main stages of the human life cycle in greater depth. In Year 5 children consider what will happen to their bodies during puberty.

4.2 In Year 5 & 6, we place a particular 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 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.

4.3 We inform parents and carers of children in Year 5 & 6 about this particular programme of lessons. They are invited to approach the class teachers with questions or concerns. They may view the teaching materials if they wish.

5 The role of parents

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

- inform parents about the school's SRE policy and practice;
- answer any questions that parents may have about the SRE of their child;
- take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for SRE in the school;
- encourage parents to be involved in reviewing the school policy (through the Parent Governors), and making modifications to it as necessary;
- inform parents about the best practice known with regard to SRE, 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.

5.2 Parents have the right to withdraw their child from all or part of the SRE programme that we teach in our school. If a parent wishes their child to be withdrawn from SRE 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.

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 particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our SRE programme. Other people that we could call on include local clergy, social workers and youth workers.

7 Confidentiality

Teachers conduct SRE 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.

8 The role of the headteacher

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

8.2 The headteacher liaises with external agencies regarding the school SRE 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.

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

9 Monitoring and review

The Governing Body monitors the impact of our SRE policy on an annual basis.

The Governing Body gives serious consideration to any comments from parents about the SRE programme, and makes a record of all such comments.