

# Sex and Relationships Education Policy



# Sex and Relationships Education Policy

## 1 Introduction

The Government Guidance (2000) defines sex and relationship education as follows:

*'It is the lifelong learning about physical, moral and emotional development. It is about the understanding of 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. It is not about the promotion of sexual orientation or sexual activity -this would be inappropriate teaching.'*

**The guidance summarises the requirements for Key Stage 1 and 2 below.**

**All children should:**

- develop confidence in talking, listening and thinking about feelings and relationships
- be able to name parts of the body and describe how their bodies work
- be able to protect themselves and ask for help and support
- be prepared for puberty

**1.3.** From their earliest years, children learn much about what their parents believe about sex from family **behaviour**, from what is said and unsaid, in how parents respond to situations and from direct conversation between parents and children. However, most parents acknowledge the need for schools to play a part in this process.

Research confirms that the large majority of parents want their child's school to be involved.

**1.4 For most young people therefore, sex education will involve a partnership between home and school. This is acknowledged as good practice not only by Government but also sexual health practitioners. We have based our school's Sex and Relationships education policy on the DfEE guidance document Sex and Relationship Education Guidance (ref DfEE 0116/2000).**

## **2.1 Context**

**Sex and Relationships education is part of the personal, social and health education curriculum in our school.**

**We teach Sex and Relationships Education in the context of the school's aims and values. While Sex and Relationships Education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values that underpin all our work in school.**

## **2.2 In the teaching of sex and relationships, our school values:**

The ideal of stable relationships such as marriage and family life, whilst recognising a wide range of different family arrangements e.g. marriage, second marriages, fostering, step-siblings and half siblings, same sex relationships, extended families and three or more generations living together:

Respect for self

An understanding of one's responsibilities to others

Positive relationships with others, involving empathy, trust and respect, both for oneself and others;

Self-control

An ability to make choices, based on understanding of difference & with absence of prejudice

Critical thinking skills

Respect for other's beliefs

Recognising and challenging stereotypes

The ability to recognise similarities and differences between oneself and others and to treat others with sensitivity

3 Sex and Relationships Education is part of a wider social, personal, spiritual and moral education process. We aim for the following outcomes throughout the school:

Safety, both emotional & sexual

Value and respect for oneself

Knowledge of the correct language and terminology

The ability to make informed choices

The importance of committed, long-term, and loving relationships

The importance of family life and that families and carers are special for caring and sharing

Strategies for saying no

Respect for the views of other people

The ability to form and maintain relationships with others

Recognising safe and unsafe situations

Identifying and sharing feelings with others

**By the end of KS1 pupils will:**

- Be able to recognise and compare the main external parts of human bodies
- Know the basic rules for keeping themselves safe and healthy
- Understand about safe places to be and safe people to be with
- Know the names of the main external parts of the body including agreed names for sexual parts
- Know why families and Carers (see Looked After Children Policy) are special for caring and sharing
- Know and understand the ways they are like and different from others
- Know and understand that they have control over their actions and bodies

**By the end of KS2 pupils will:**

- Be able to identify the adults they can trust and ask for help
- Be self confident in a wide range of situations
- Recognise their own worth
- Be able to discuss moral questions
- Recognise the pressure of unwanted physical contact and know ways of resisting it
- Know about the physical and emotional changes that take place at puberty, why they happen and how to manage them
- Understand that safe routines can stop the spread of viruses (HIV will only be discussed if a relevant situation arises)
- Know how to keep themselves safe when involved in potentially risky situations
- An understanding of physical and emotional changes and the way humans reproduce

## **4 The National Healthy School Standard**

We now participate in the National Healthy School Standard scheme, which promotes health education. As participants in this scheme we:

Consult with parents on matters of health education policy

Train our teachers to teach Sex and Relationships Education

Listen to the views of the children in our school regarding Sex and Relationships Education

Look positively at any local initiatives that support us in providing the best Sex and Relationships Education teaching programme that we can devise

Answer questions honestly and accurately where appropriate

## **5 Organisation**

**5.1** We teach Sex and Relationships Education through different aspects of the curriculum. While we carry out the main Sex and Relationships Education teaching in our personal, social and health education (PSHE) curriculum, we also teach some sex education through other subject areas (for example, science and PE), 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.

5.2 In PSHE we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and how these work, 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.

5.3 In science lessons, teachers inform children about puberty and how a baby is born. For this aspect of the school's teaching, we follow 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, 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 greater depth.

5.4 In Year 5 and 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. Our School Nurse provides a short course for both boys and girls dealing with puberty. 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).

5.5 We arrange a meeting as required for all parents and carers of children in Years 5 and 6 to discuss this particular programme of lessons, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching.

## **6 The role of parents**

6.1 The school is well aware that the primary role in children's Sex and Relationships 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 and Relationships Education policy and practice;**  
**answer any questions that parents may have about the Sex and Relationships education of their child;**  
**take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Sex and Relationships 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 Relationships 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 body and their increasing responsibilities.**

6.2 Parents have the right to withdraw their child from all or part of the Sex and Relationships 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 head. Parents may have considered that the content or manner of teaching is inappropriate or that the lessons conflict with their own beliefs. This situation may arise when parents feel that excessively explicit sexual information is being taught, that the material is being taught at too early an age, or that the sex education programme is based on assumptions which are contrary to parental beliefs. Withdrawing a child from sex education lessons should not be regarded as an easy option. The social consequences for the child who is withdrawn can be damaging. Children are often more sexually aware than parents realise. Wherever possible, parents need to maintain dialogue with their child's school, and even more importantly with their own children. It should, however be noted, that the Science Curriculum teaches reproduction and the main stages in human development and parents are not able to withdraw children from this aspect.

## **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 and Relationships Education programme. Other people that we call on include local clergy, social workers and youth workers.

## **8 Confidentiality**

8.1 Teachers conduct Sex and Relationships 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. (See also Child Protection Policy.)

## **9 The role of the Headteacher and PSHE coordinator**

9.1 It is the responsibility of the Headteacher and PSHE coordinator to ensure that both staff and parents are informed about our Sex and Relationships Education policy, and that the policy is implemented effectively. It is also the Head teacher's and PSHE coordinator'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.

9.2 The Headteacher and PSHE coordinator liaise with external agencies regarding the school Sex and Relationships Education programme, and ensure that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

9.3 The Headteacher and PSHE coordinator monitor this policy on a regular basis and report to governors, when requested, on the effectiveness of the policy.

## **10 Monitoring and review**

10.1 The Curriculum Committee of the governing body monitors our Sex and Relationships 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 Curriculum Committee gives serious consideration to any comments from parents about the Sex and Relationships 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 the Sex and Relationships Education programme that we teach in our school.

