

# Highwoods Community Primary School



Policy for Sex and Relationships

Agreed Autumn 2015

To be reviewed Summer 2017

Sex and relationship Education Policy (SRE)

## Introduction

Through consultation with staff, governors and parents, this updated policy was agreed in Autumn 2015

The policy is available for parents on request. An outline of the contents of the SRE curriculum is available on the website and parents are able to request any parts of this on request.

We have based our school's sex and relationships education policy on the DFEE guidance document 'Sex and Relationship Guidance' (reference DFEE 2004). In this document, sex education is defined as:

*'It is lifelong learning about physical, moral and emotional development. It is about 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.'*

*The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people to learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.'*

Furthermore, we have considered current thinking from The Department for Education (DFE)'s popular questions website which provides the following information on the current position relating to sex and relationship education (SRE) in schools (Updated 9 October 2014):

*'Sex and relationship education Sex and relationship education (SRE) is compulsory from age 11 onwards. It involves teaching children about reproduction, sexuality and sexual health. It doesn't promote early sexual activity or any particular sexual orientation. Some parts of sex and relationship education are compulsory - these are part of the national curriculum for science. Parents can withdraw their children from all other parts of sex and relationship education if they want. All schools must have a written policy on sex education, which they must make available to parents for free.'*

Sex and relationship education is part of the personal, social and health curriculum in our school. While we use sex education to inform children about sexual issues, 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 as a means of promoting any means of sexual orientation.

### **Aims and Objectives**

#### Attitudes and Values:

- Learning the importance of values and individual conscience and moral considerations;
- Learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- Learning the value of respect, love and care;
- Exploring, considering and understanding moral dilemmas;
- Developing critical thinking as part of decision-making.

#### Personal and social skills:

- Learning to manage emotions and relationships confidently and sensitively;
- Developing self-respect and empathy for others;
- Learning to make choices based on an understanding of difference and with an absence of prejudice;
- Developing an appreciation of the consequences of choices made;
- Managing conflict;
- Learning how to recognise and avoid exploitation and abuse.

#### Knowledge and understanding:

- Learning and understanding human sexuality, reproduction, sexual health, emotions and relationships;
- Learning about contraception and the range of local and national sexual health advice, contraception and support services;
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- The avoidance of unplanned pregnancy – not including explicit reference to contraception methods, but rather addressing individual/individual class needs and not without discussion with PSHE coordinator/head teacher.
- Understand they have the right to say no.
- Understand they have the responsibility to themselves
- Be able to get help when they need and know where to go for help.

#### **Summary of what is taught:**

- Moral questions.
- Relationship issues.
- The importance of family life.
- Respect for the views of others.
- Having the right to say “No”.
- 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.

### **Teaching should:**

- Be appropriate to the age and maturity of the child. Common starting levels cannot be assumed. Teachers will identify pupils starting points by finding out what current cohorts already know. This may take the form of anonymous question boxes, brainstorming sessions etc
- Be respectful and sensitive to cultural differences.
- Be respectful of sexual orientation, gender identity, faith, culture of their immediate family close friends, and family or wider community (Please see Inclusion Policy)
- Answer pupils’ questions honestly and sensitively. (Within reason; and be able to refer children to Parents and Carers as and when they see fit).
- Teach factual knowledge and encourage the exploration of facts.
- Promote and understanding of a range of family groups including: marriage, long-term partnerships, single parent families and fostered and adopted families.
- Examine opinions and concepts and encourage discussion.
- Encourage awareness, respect and responsibility for oneself and others.
- Enable pupils to develop positive relationships with others and the ability to communicate effectively.
- Enable pupils to protect themselves and ask for help and support give an understanding of the importance of personal hygiene.
- Prepare pupils for puberty and to recognise that individuals develop at different times.
- Enable pupils to be able to name parts of the body and describe how their bodies work.
- Give pupils an understanding of reproduction and sexual development.
- Enable pupils to ask their own questions

- Allow pupils to ask questions anonymously through use of worry boxes, and general class question boxes.

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

It is our aim to:

- Consult with parents on all matters of health education policy.
- Listen to the views of the children, governors, teachers and parents in our school regarding sex education.
- Look positively at any initiatives that support us in providing the best sex education teaching programme that we can devise.

### **Organisation**

We teach sex education through different aspects of the curriculum. While we carry out the main sex education teaching in our PSHE curriculum, we also teach some sex education through other subject areas such as Science and Physical education. We feel these subjects also contribute significantly to the child's knowledge and understanding of his or her own body, and how it is changing and developing

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 teach children about how to stay safe and encourage the children to ask for help if they need it, ensuring that they know which external agencies to contact should they require it.

The programme is led by the PSHE coordinator.

Class teachers supported by LSA's will teach the corresponding unit according to their year group and will be supported by the PSHE scheme of work, and the Christopher Winter Project resources. Outside agencies such as the school nurses are also able to support this learning should teachers require any further assistance.

The SRE policy is closely linked to ; School Inclusion Policy, Healthy Schools policy, Internet Safety policy and PSHE Policy

In science lessons in both key stages teachers follow the guidance material from the National Curriculum (2014). In KS1 children are taught about animal and plant cycles as well as the human cycle. Children learn about how animals feed, grow, move and reproduce and we also teach them about the main body parts. Children learn to appreciate the difference between people and how to show respect for each other. In KS2 we teach about life processes and the main stages of the human life cycle in greater depth.

In Years 4, 5 and 6 we place particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Authority about suitable teaching material to use with our children in these lessons. Teachers do their best to answer all questions with sensitivity and care. By the end of KS2, we ensure that both boys and girls know 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.

Parent and carers of children in Year 5 are invited in to school 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.

### **The role of parents and carers.**

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.
- Encourage parents to be involved in reviewing the school policy and making modifications if necessary.
- Inform parents about the best practice known with regard to sex education, so that the teaching in the school supports the key messages that parents and carers give to their 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.

### **The role of other members of the community.**

We encourage 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 might include local clergy, social workers and youth workers.

### **Confidentiality**

Teachers conduct sex education lessons in a sensitive manner and in confidence. However, any concerns staff may have should be discussed immediately with the designated Child Protection Officer (Head teacher). The safety of our children is a paramount concern and the school is legally obliged to refer concerns regarding child protection issues, including sexual abuse to other agencies such as social services.

### **Answering difficult Questions**

All teachers are encouraged to use a question and answer box where pupils can ask questions anonymously. This provides staff time to prepare suitable responses. Staff will answer questions in line with the year groups SRE learning intentions. If a child asked explicit or non-age appropriate questions the teachers will suggest that they are discussed with an adult at home or someone a child trusts.

If we have any reason to believe a pupil is at risk we are required to report this to the designated Child Protection Officer (Head Teacher), who will decide on any further action to be taken.

### **Monitoring and review**

The Head teacher, PSHE co-ordinator and governing body will monitor our sex education policy on an annual basis. Serious consideration of any parental comments will be taken about the sex education programme and recorded.

**Review Date: Summer 2017**