



## Policy statement on Sex and Relationship Education

**Adopted by Governing Body: January 18<sup>th</sup> 2012**

**Revised and reviewed: November 2014**

### Introduction

In accordance with the 1993 Education Act the Governing Body of Long Lawford Primary School believes that Sex and Relationships education is an essential and integrated part of a 'balanced and broadly based curriculum.'

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

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 'SRE' (Sex and Relationships education).

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.

### Aims of the policy

In our SRE 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;
- sexual abuse and what they should do if they are worried about any sexual matters.

### Context

We teach about SRE in the context of the school's aims and values (see the School Values statement). While SRE 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. Our SRE programme is also taught within our Taking Care, protective behaviours programme.

This policy statement on SRE should therefore be read in conjunction with our policies on Child Protection, Safeguarding, Looked after children and Spiritual, Moral, Social and Culture.

We teach SRE on the understanding that:



- it is taught in the context of marriage, civil partnerships 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.

## Partnerships

The school liaises with parents and carers to reassure them of the content of the SRE programme, the context within which it is taught and to support them in their teaching of SRE ensuring they feel confident engaging in discussions about the subject with their children.

The school also liaises and is supported by the school nursing team who deliver specific programmes on Puberty to our Year 5 and 6 classes and are available for advice and guidance.

## Organisation

We teach about sex through different aspects of the curriculum. While we carry out the main SRE in our personal, social and health education (PSHE) curriculum, we also do some SRE through other subject areas (e.g. 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 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 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 addition to this we teach a protective behaviours curriculum, 'The Taking Care project.' Through the Taking care scheme we promote

- We all have the right to feel safe all the time.
- We can talk with someone about anything, even if it's awful or small
- That protecting children is most effective when parents and the health, education and children's social care work in partnership

Our Taking Care sessions cover the following areas:

- Rights and responsibilities
- Feelings and emotions
- Safe feelings
- Physical signs associated with feeling unsafe
- Building networks of adults who can help
- Importance of telling and persistence

In science lessons, in both Key Stages, teachers inform children about puberty and how a baby is born. For this aspect of our 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 fact that people are not all the same, and that we need to respect each other. In Key Stage 2, we teach about life processes, and the main stages of the human life cycle, in greater depth.

In Year 5, we liaise with the school nursing team about suitable teaching materials to use with our children. Children are split into gender groups (i.e. boys and girls) and the school nursing team deliver a session on personal hygiene and menstruation. Teachers and nurses do their best to answer all questions with sensitivity and care.

In Year 6 we place a particular emphasis on health education, as many children experience puberty at this age. We again liaise with the school nursing team who deliver 3 sessions on Puberty. Namely:

1. Changes outside the body
2. Changes inside the body
3. Emotions and relationships

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.

We arrange for information to be made available for all parents and carers of children in Year 6 about the programme of lessons, what issues are raised, 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 and relationship education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents and carers of children at our school, through mutual understanding, trust and cooperation. To promote this objective, we:

- inform parents and carers 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 and carers raise with teachers or governors about this policy, or about the arrangements for sex education in the school;
- encourage parents and carers to be involved in reviewing the school policy, and making modifications to it as necessary;
- inform parents and carers 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.

Parents and carers 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 or carer wishes their child to be withdrawn from sex education lessons, they should discuss this with the head teacher, 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 and carers in this regard.

### **Safeguarding and 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 Mr Robert Morrissey the designated teacher for child protection issues (or in his absence Mrs Caron Bird) about their concerns. The head teacher (or designated teacher) will then deal with the matter in line with Warwickshire Safeguarding Children Board's (WSCB) procedures and policies. See also our school policies for Child Protection and Safeguarding.

All visitors who are involved in supporting and delivering SRE will hold an enhanced CRB and will be expected to work within the bounds of this policy and our school policies on Child Protection, Safeguarding, Looked after Children, Social, Moral, Spiritual and Culture and Confidentiality.

### **The role of the head teacher**

It is the responsibility of the head teacher to ensure that both staff and parents are informed about our SRE policy, and that the policy is implemented effectively. It is also the head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach about SRE effectively, and handle any difficult issues with sensitivity.

The head teacher 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.

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

### **Monitoring and review**

The Performance and Standards Committee of the governing body monitors the impact of our SRE 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 Performance and Standards Committee gives serious consideration to any comments from parents and carers about the SRE programme, and makes a record of all such comments. Governors require the head teacher to keep a written record, giving details of the content and delivery of our SRE programme.

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

**Signed:**

**Date: 18 / 1 / 2012**