

Approved: _13th October 2015_____

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Committee: Pupils and Curriculum

Signed: _____M Knight_____

Review: Two years __October 2017_

Website: Yes

Heron Hill Primary School

Sex and Relationship Education Policy

1 Introduction

- 1.1 Our school's policy on sex and relationship education is based on the DFEE document 'Sex and Relationship Education Guidance' (DFEE 0116/2000). 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'.
- 1.2 In the DFEE 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 and economic 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

- 2.1 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;
 - managing emotions and conflict;
 - developing an appreciation of the consequences of choices made;
 - empathy and respect for the views of other people, without prejudice;
 - sexual abuse, and what they should do if they are worried about any sexual matters.

3 Context

- 3.1 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 marriage 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 about sex through different aspects of the curriculum. While we carry out the main SRE in our personal, social, health and economic 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.
- 4.2 In PSHE, we use Loggerheads 'Relationships in Sex Education' to teach children across the school about feelings and relationships, differences, trust and dealing with change 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.
- 4.3 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 Curriculum Programme of Study for science. In Key Stage 1 (Years 1 and 2), we teach children to identify, name, draw and label the basic parts of the human body and that animals, including humans, have offspring which grow into adults. 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 (Years 3-6), we teach about life processes and the main stages of the human life cycle in greater depth.
- 4.4 In Year 5 and Year 6, we place a particular emphasis on health education, as many children experience puberty at this age. We use current documentation and 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. A qualified nurse comes into school to run a session specifically for girls and we always teach this with due regard for the emotional development of the children.
- 4.5 We inform all parents and carers of children in Years 5 and 6 of this particular programme of lessons, to give them the opportunity to ask questions or receive additional information about the lessons and how they are taught and to see the materials the school uses in its teaching.

5 The Role of Parents and Carers

- 5.1 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 SRE policy and practice;
 - answer any questions that parents or carers may have about the sex and relationship education of their child;
 - take seriously any issue that parents or carers raise with teachers or governors about this policy, or about the arrangements SRE in the school;
 - will take into account concerns raised by parents when reviewing this policy;
 - inform parents and carers 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 and carers 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/carers in this regard.

6 The Role of other Members of the Community

- 6.1 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 qualified nurses and other health professionals, give us valuable support with our SRE programme. Other people that we call on include local clergy, social workers and youth workers.

7 Confidentiality

- 7.1 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. The Headteacher will then deal with the matter in consultation with health care professionals (see also our policy on Child Protection).

8 The Role of the Headteacher

- 8.1 It is the responsibility of the Headteacher to ensure that both staff and parents/carers 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 about 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 Complaints

- 9.1 Parental concerns should initially be directed to school senior management (in particular the Deputy Head). If the concerns cannot be satisfactorily addressed through discussion, parents will be advised to follow the school's Complaints Procedure.

10 Monitoring

- 10.1 Governors require the Headteacher to keep a written record, giving details of the content and delivery of our SRE programme. This written record takes the form of curriculum, medium term and lesson plans.