



SEX AND RELATIONSHIPS EDUCATION POLICY

Ratified by SE Govs	14 th May 2020
Next Review (2 yrs)	Summer 2022

Sex education is part of the personal, social and health education curriculum in our school. Relationships are taught both during our SRE lessons and as core themes of respectful relationships, caring friendships, families and people who care for us, being safe and online relationships in accordance with the statutory guidelines 'Relationship Education' introduced from September 2020. Children will also learn about mental wellbeing and changing adolescent body as part of our Health Education programme. 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 form of sexual orientation but seek to help children become tolerant members of society and accepting of difference in accordance with the Church of England document 'Valuing all God's children'.

STRATEGIES

1. The governing body and head teacher will involve parent governors in developing and reviewing our sex and relationship education policy to ensure that this policy reflects parents' wishes and the culture of the community we serve.
2. Pupils will be taught about the nature and importance of marriage for family life and bringing up children but also recognising that there are strong and mutually supportive relationships outside marriage.
3. Pupils will be taught the significance of marriage and stable relationships as key building blocks of community and society.
4. Positive action is taken to build a culture where all children, irrespective of home circumstance, feel welcome, valued and supported.
5. Pupils will be given accurate information and helped to develop skills to enable them to understand and respect different life-choices. The intention will be to prevent and remove prejudice.
6. Sex and relationship education will contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school. It will help to prepare pupils for the opportunities, responsibilities and experiences of adult life.
7. Sex and relationship education will not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others.
8. It will enable young people to mature, to build up their confidence and self-esteem and understand the reasons for delaying sexual activity. It builds up knowledge and skills which are particularly important today because of the many different and conflicting pressures on young people.
9. There will be a graduated, age-appropriate programme of sex and relationship education. Teaching methods will take account of the developmental differences of children.

Our Sex and Relationships policy is divided into three sections:

1. Key Stage 1
2. Lower Key Stage 2 (years 3 and 4)
3. Upper Key Stage 2 (years 5 and 6)

KEY STAGE 1

In Key Stage 1 we refer to our Sex and Relationship Education programme as “Relationship Education”.

AIMS AND OBJECTIVES

We teach children about:

- The physical development of their bodies as they grow;
- That humans reproduce;
- Respect for their own bodies
- The importance of family life;
- Moral questions – in line with the teachings of the Church of England, including Valuing all God's children;
- Relationship issues including that love makes a stable family life, what makes a caring friendship, mutual respect and understanding boundaries.
- Respect for the views of other people;
- What they should do if they are worried about- inappropriate behaviour from adults, teenagers or other children (sex abuse).

CONTEXT

We teach relationship education in the context of the school's aims and values and in accordance with the statutory guidelines for Relationship Education. We do this with an awareness of the moral code and values which underpin all our work in school. In particular, we teach relationship education in the belief that:

- Relationship education should be taught in the context of stable commitments, marriage and family life;
- Relationship education is part of a wider social, personal, spiritual and moral education process;
- Children should be taught to have respect for their own bodies;
- It is important to build positive relationships with others, involving trust and respect;
- Children need to learn the importance of self-control.

ORGANISATION

- We teach relationship education through different aspects of the curriculum. While we carry out the main relationship education teaching in our personal, social and health education (PSHE) curriculum, we also teach some relationship 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.

- 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 as they grow.
- In science lessons in Key Stage 1 we teach children about how animals, including humans, move, feed, grow and that they reproduce. 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.

LOWER KEY STAGE 2

In Key Stage 2 we refer to our Sex and Relationship Education programme as “Sex and Relationship Education”.

AIMS AND OBJECTIVES

We teach children about:

- The physical development of their bodies and emotions (in simple terms);
- That humans reproduce and how babies are born; (in simple terms);
- Respect for their own bodies
- The importance of family life;
- Moral questions – in line with the teachings of the Church of England, including Valuing all God’s children;
- Relationship issues such as understanding families in the wider world may look different to theirs;
- Respect for the views of other people;
- What they should do if they are worried about inappropriate behaviour from adults, teenagers or other children (sex abuse)

CONTEXT

We teach sex education in the context of the school’s aims and values and in accordance with the statutory guidelines for Relationship Education. We do this with an awareness of the moral code and values which underpin all our work in school. In particular, we teach sex education in the belief that:

- Sex education should be taught in the context of stable commitments, marriage and family life;
- Sex education is part of a wider social, personal, spiritual and moral education process;
- Children should be taught to have respect for their own bodies;
- It is important to build positive relationships with others, involving trust and respect;
- Children need to learn the importance of self-control.

ORGANISATION

- We teach sex education through different aspects of the curriculum. While we carry out the main sex 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.
- In PSHE we teach children about relationships through stories and characters, and we encourage children to discuss issues including different relationships including LGBT relationships. We teach about the parts of the body and how these work, and we explain to them what will happen to their bodies as they grow.
- In science lessons in Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

UPPER KEY STAGE 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;
- Moral questions in line with the teachings of the Church of England, including Valuing all God's children;
- Relationship issues including permission-seeking and practical ways to improve a relationship;
- Respect for the views of other people, including gay relationships and stereotyping;
- Sex abuse (including grooming and E safety-see policy) and what they should do if they are worried about any sexual matters.

CONTEXT

- We teach sex education in the context of the school's aims and values framework. While sex 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 which underpin all our work in school. In particular, we teach sex education in the belief that:
 - Sex education should be taught in the context of stable commitments, marriage and family life;
 - Sex education is part of a wider social, personal, spiritual and moral education process;
 - 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.

ORGANISATION

- We teach sex education through different aspects of the curriculum. While we carry out the main sex 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.
- In PSHE we teach children about relationships using stories and characters, and we encourage children to discuss issues, including different relationships including LGBT relationships. We teach about the parts of the body and how these work, and we explain to them what will happen to their bodies as they grow.
- In science lessons in Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.
- In Year 6 we place a particular emphasis on health education, as many children experience puberty at this age. When appropriate, 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 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).
- In Year 5 and 6 children are taught in single gender groups for instruction related to menstruation, puberty and reproduction. Identical materials are used with these groups but the school feels that girls and boys have different concerns and questions that need addressing in different ways. During these sessions, pupils will be able to pose questions anonymously. The teacher will select the most appropriate questions and give age appropriate answers. Parents should note that children often pose uncomfortable questions at this stage. Teachers may choose not to answer questions that they feel are inappropriate for the whole group. During these sessions, two school-employed adults will be present.
- We send a letter to all parents and carers of children in KS2 to explain this particular programme of lessons and how they are taught, and to give them the opportunity to see the materials the school uses in its teaching.

THE ROLE OF PARENTS

The school is well aware that the primary role in children's sex and relationship 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:

- make the school's policy available to parents;
- answer any questions that parents may have about the sex and relationship 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 to it as necessary.

We believe that, through mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

All relationship education is statutory and parents and carers do not have the right to withdraw their child from lessons. Sex education is not mandatory but the school considers it an important part of the primary curriculum and would urge parents and carers to contact the headteacher to discuss concerns.

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 with regard to health education. In particular, members of the Local Health Authority and other health professionals, give us valuable support with our sex education programme. Other people that we might call on for advice include local clergy, social workers and youth workers.

CONFIDENTIALITY

Teachers conduct sex 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 DSL (Designated Safeguarding Lead). The DSL will then deal with the matter in consultation with appropriate professionals.

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 sex education 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 effectively and handle any difficult issues with sensitivity.

The head teacher liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

MONITORING AND REVIEW

The Standards & Effectiveness governors monitor our sex and relationship education policy. The governors give serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments.

Appendix 1:

Sex and relationship education resources outline:

	DvD programmes	Other resources to support
Years 3 and 4	Prog 1 Differences Prog 2 How did I get here? Prog 3 Growing up (All aimed at 5-7 year olds)	Appropriate worksheets from Living and Growing unit 1 teacher book.
Year 5 and 6 boys	Prog 4 Changes (Aimed at 7-9 year olds) Prog 7 How babies are made (Aimed at 7-11 year olds) Prog 8 How babies are born (Aimed at 7-11 year olds)	Worksheets: Sort the changes/Check out the changes boys School nurse: answer appropriate discussion box questions: twins
Year 5 and 6 girls	Prog 4 Changes (Aimed at 7-9 year olds) Prog 7 How babies are made (Aimed at 7-11 year olds) Prog 8 How babies are born (Aimed at 7-11 year olds)	Worksheets: Sort the changes/Check out the changes girls School nurse: menstruation discussion/answer appropriate discussion box questions