



## **SEX AND RELATIONSHIP POLICY**

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# EARLHAM PRIMARY SCHOOL

## POLICY FOR SEX EDUCATION

### Introduction

We have based our school's sex and relationship education policy on the DFEE guidance document 'Sex and Relationship Guidance (ref DFEE 0116/2000)'. In this document, sex education is defined as **'learning about physical, moral and emotional development.'** It is about understanding the importance of:

- stable and loving relationships
- marriage for family life
- respect, love and care

Sex and relationship education is part of the personal, social and health education 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 form of sexual orientation.

### Aims and Objectives

SRE aims to equip all pupils with accurate, unbiased knowledge about sex and relationships and give pupils the opportunity to acquire life skills that will help pupils make good use of this knowledge. It will also give pupils opportunities to explore and respect their own and others' opinions, attitudes and values to help pupils develop their own, individual moral framework.

We teach children about:

- the physical, emotional and moral development of their bodies as they grow into adults
- the ways humans reproduce
- respect for their own bodies and the importance of sexual activity as part of a committed, long-term and loving relationship
- an awareness and ability to challenge the messages they receive from the media
- the right they have over their own body
- the importance of family life
- moral questions
- relationship issues
- respect for the views of other people
- sex abuse and what they should do if they are worried about any sexual matters

The SRE programme ensures that pupils will revisit topics so they build upon their existing knowledge and skills throughout the school. It is aimed that SRE is taught through active

learning activities as often as possible. Wherever possible, parental involvement in SRE is to

### **Moral and Values framework**

Our school believes that SRE should be delivered within the following moral framework. Our programme promotes:

- self respect and respect for others
- respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality.
- taking account of other people's feelings.
- mutual support and co-operation.
- accepting the responsibility for the consequences of our own actions.
- the right of people to hold their own views within a framework of respect for others.
- not imposing our views on other people.
- the right not to be abused by other people or taken advantage of.
- the right to accurate information about sex and relationship issues

### **Equal Opportunities Statement**

Our SRE programme aims to be inclusive of all regardless of gender, race, religion, colour, language, culture, social circumstances, appearance, sexuality, ability or disability etc. Our SRE programme responds to the needs of individual pupils and takes pupils, cultures, faiths and family backgrounds into consideration. Pupils with special educational needs are supported by SEN Learning Support Assistants and pupils with English as their second language receive help from the bi-lingual assistant.

### **Content/Learning Objectives of the SRE programme**

A scheme of work detailing the content of SRE is available.

We teach sex and relationship education through three main elements:

#### **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 consequence of choices made
- managing conflict
- learning how to recognise and avoid exploitation and abuse

### **Knowledge and Understanding**

- learning and understanding physical development at appropriate stages
- 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

### **Note of Guidance**

When questions relating to sexual matters arise during the day to day delivery of the curriculum, teachers will need to balance the need to give proper attention to relevant issues with the need to respect pupils' and parents' views and sensitivities. Whether or not a teacher responds to a child's question depends on the age and maturity of the child. The teacher may judge that it is more appropriate for the parent to deal with the child's question. If a child asks a particularly inappropriate and explicit question the teacher should defer direct response until a later time. The teacher may consider it appropriate to consult with parents and the child protection co-ordinator.

The teacher should maintain confidentiality in respect of personal information about individual pupils, unless there is a child protection issue. The teacher must also encourage all pupils in the class to maintain confidentiality.

### **Monitoring**

The implementation of this policy will be monitored by a senior member of staff. This policy will be reviewed bi-annually.

### **Guidelines**

All sex education will be taught within the context of PHSCE, science and RE. The exception to this is the specific sex education lessons provided for Years 5 and 6.

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 (e.g.

Science), 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.

We teach children about relationships, feelings, growing up and safety and we encourage children to discuss issues. We teach them to protect themselves and ask for help and support, we also teach about the parts of the body and how these work, and we explain to them, in Upper Key Stage 2, 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. In Science and PSHE lessons we teach the guidance material from the National Curriculum where they are required to learn:

### **FS2/KS1**

Friendships and Relationships

Caring for those around us.

Communication of worries and concerns

Gender Differences

Parts of the Body

Family

### **KS2**

Continuing topics from FS2/KS1 as well as more specific topics detailed below.

Our Body and Changes (puberty)

Sexual Reproduction

Transition to Secondary School

Support is also received from outside agencies, the school nurse and other professionals in education.

## **The teaching methods**

Ground rules will be developed during SRE lessons based on respect. The only additional considerations specific to SRE ground rules (as opposed to basic class rules) will be a need to prevent personal questions and the need to explain to children that if a teacher suspects that they or anyone else is at risk from harm, then they will need to tell another adult.

Active learning techniques such as circle time, role play, games, prioritising exercises, paired and group discussion, interviewing and presentations, are used in the teaching of SRE as much as possible. Pupils will also be given many opportunities to reflect on what they have learnt in SRE lessons.

## **Mixed and single gender groups**

Most of SRE is delivered in mixed sex groups. However during lessons on puberty, both boys and girls cover the same material but are then given opportunities to discuss what has been covered in single sex groups where they might feel more comfortable doing so.

## **The Role of Parents**

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 cooperation.

In promoting this objective we:

- inform parents about the school's sex education policy and practice- the schools' SRE policy and teaching materials are available for parents to view.
- 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
- inform parents 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 body and their increasing responsibilities.

Parents 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 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 in this regard.

## **Confidentiality**

Teachers conduct sex education lessons in a sensitive manner and in confidence.

However, if a child makes a reference to being involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. If the teacher has concerns, they will draw their concerns to the attention of the head teacher. The head teacher will then deal with the matter in consultation with health care professionals. (See also Child Protection Policy.)

## **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.

## **Using Outside Visitors**

The school uses outside visitors to help support the SRE programme. These visitors may include health professionals, social workers, youth workers, peer educators, theatre groups etc. Visitors are made aware of:

- Their purpose and role within the school's programme
- The boundaries of their input
- The school's SRE policy, Confidentiality policy and the planned SRE programme
- The need to plan and agree work with the teacher and identify learning outcomes
- Explicit lines of accountability between the visitor and the school

### **Monitoring and review**

The Curriculum and Standards Committee of the governing body monitors our sex 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 and Standards Committee gives serious consideration to any comments from parents about the sex education programme.