Sex & Relationships Policy

Approved by: Personnel & Curriculum Policy
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1 Introduction

We have based our school's sex education policy on the DfES guidance document Sex and Relationship Education Guidance (ref DfES 2005) and the ‘Rainbow’ Scheme of Work. In these documents, sex education is defined as ‘learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. Sex education is part of the personal, social and health education curriculum in our school. While we use sex education to inform children about simple sexual issues, we do this with regard to their age and level of personal development. We do not use sex and relationship education as a means of promoting any form of sexual orientation.

2 Aims and objectives

We teach children about:
- the physical development of their bodies as they grow into adults;
- the way humans reproduce;
- the importance of family life;
- ethical issues;
- relationship issues;
- respect for the views and rights of other people;
- As a Rights Respecting School, children’s rights are central to all our work and we use the UN Convention on the Rights of the Child (CRC) as a framework for our activities.

3 Context

We teach sex and relationship education in the context of the school's aims and values framework. While sex and relationship education in our school means that we give children information about 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 and relationship education in the belief that:
- Sex and relationship education should be taught in the context of positive loving relationships.
- Sex and relationship education is part of a wider social, personal, spiritual and ethical process;
- Children should be taught to have respect for their own bodies;
- Children should learn about their responsibilities to others
- It is important to build positive relationships with others, involving trust and respect;
- Children need to learn the importance of self-control.
4 The Curriculum

The programme that we follow is the Rainbow Scheme. This is specific to the age of the children in our school and covers topics such as:-

Year 1 – to recognise and name body parts, to recognise and name specific feelings, to explore the sense of touch, to identify people who are special to me and why, to identify how my family cares for me and how I care for them

Year 2- to understand and accept the process of physical growth, to identify a range of feelings and how to manage them, to recognise and celebrate themselves and their achievements, to identify places where they feel safe and people they feel safe with, to understand which physical contact is acceptable and which is not.

Year 3- to understand the stages of human development, to understand that growing up brings more responsibility, to understand who can keep them safe and remember simple strategies for personal safety, to understand that our actions affect others and that we have a role to care for others.

Year 4- to understand the importance of choices and responsibilities, to understand how the body changes during the approach to puberty, to recognise and name male and female body parts, to understand how to look after their bodies, to explore the nature of friendships and to understand that actions have consequences and affect relationships.

Year 5 – to understand that growing up brings increased choice, accompanied by increased responsibilities, to understand the physical changes that happen during the transition from childhood to adulthood. To understand how to look after yourself, especially during puberty, so that you look and feel good. To understand the internal changes that happens to girls during puberty.

Year 6 – to recognise and know how to constructively manage emotions in puberty, to explore pupils’ expectations and hopes for their teenage years, to understand that actions have consequences and affect relationships

We place particular emphasis on health education, as many children experience the onset of puberty at this age. We liaise with the local health authority about suitable teaching materials to use with our children in these lessons. We consult with parents and show teaching materials to parents before they are shown to the children. By the end of year 6 we comply with DfEE guidance and 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.

There is no programme for Reception children.
5 The National Healthy School Standard

We now participate in the National Healthy School Standard scheme, which promotes health education. As participants in this scheme we:

- consult with parents on all matters of health education policy;
- train all our teachers to teach sex education;
- look positively at any local initiatives that support us in providing the best sex education teaching programme that we can devise.

6 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 where we look at the reproduction of animals as well as humans and RE when we look at relationships and values). The Life Education van is also a valuable resource which the school buys into for annual visits. Each class learns about the human body and how to take care of it. Children are taught to make healthy and safe lifestyle choices as they understand how to respect and look after themselves.

In PSHE we teach children about relationships, and we encourage children to discuss issues.

In science lessons in both key stages, teachers inform children about new life. For this aspect of the school’s 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 differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

7 Use of Outside Agencies

During Years 5 & 6 the School Nurse is invited into school to talk to pupils about puberty and menstruation. Parents are informed prior to visits and are invited to view video material beforehand. The School Nurse discusses female puberty with the girls only in Year 5 and the male and female puberty in separate sessions with both boys and girls in Year 6.

In order to ensure the delivery of accurate information and consistent and appropriate information, staff will only invite recommended speakers into school from the School Nursing Service.

Health professionals are bound by their professional codes of conduct in a one-to-one situation with pupils, but in a classroom situation they should follow the school’s confidentiality policy.
8 **Special Educational Needs and learning difficulties**

At Lulworth & Winfrith Primary school we ensure that children with special educational needs and learning difficulties are properly included in sex and relationship education. Sex and relationship education should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives. Teachers will plan and deliver work in different ways in order to meet the individual needs of children with special educational needs or learning difficulties. Teachers recognise the value of sex and relationship education and pupils with special educational needs are not withdrawn from these lessons so that they can catch up with National Curriculum subjects. All staff including ancillary staff, physiotherapists, nurses and carers as well as teachers will follow the school’s sex and relationship education policy when working with pupils with special educational needs and learning difficulties.

9 **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 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 to it as necessary;
- 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.

10 **Rights of Withdrawal**

Parents have the right to withdraw their child from all or part of the sex and relationship education provided, but not from teaching the biological aspects of human growth and reproduction necessary under National Curriculum science.

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.

11 **Working with Parents**

School will consult parents regularly on the content of sex and relationship education programmes. It is our aim that the school’s sex and relationship education
programme will complement and support their role as parents. We encourage parents to talk to teachers about sex and relationship education lesson content, and view teaching materials prior to lessons taking place.

12 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 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 include local clergy, social workers and youth workers.

13 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 designated person for child protection. The designated person will then deal with the matter in consultation with health care professionals. (See also Child Protection Policy.)

14 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.

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

15 Monitoring and review

The Curriculum 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 Committee gives serious consideration to any comments from parents about the sex education 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 the sex education programme that we teach in our school.
This policy was reviewed by staff, parents and governors of the school during September 2013