Sex and Relationships Education (SRE) Policy

Introduction
Our school’s policy on sex and relationship education is based on the DfE guidance ‘Sex and Relationship Education Guidance’ (ref DfEE 0116/2000) and underpinned by the Learning and Skills Act 2000.

In the DfE document, sex and relationship 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. It is also about the teaching of sex, sexuality, and sexual health.

Sex education is part of the personal, social citizenship and health education curriculum (PSCE) 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
We teach children about:

- The physical and emotional 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
- Sex abuse and what they should do if they are worried about any sexual matters
- How to make positive decisions in their lives i.e. saying ‘no’ to unwanted situations

Context
We teach sex education in the context of the school’s values. While sex education in our school means that we give children information about sexual behaviour, we do this with an awareness of the core 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 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.

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) and citizenship 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, and we encourage children to discuss issues. We teach about the parts of the body and how these work. We encourage the children to ask for help if they need it.

In science lessons in both key stages, teachers inform children about puberty and how a baby is born. For this aspect of the school’s teaching, we follow the materials in the national curriculum 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. In Years 5 & 6 we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Nurse about suitable teaching materials to use with our children in these lessons. We deliver SRE through the SRE materials including ‘Growing and Changing’ and ‘All about me’ as advised by the local health care professionals.

The school Nurse and 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 made and 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).

External agencies will help us to deliver this area of SRE in years 5/6 such as the school nurse.

Materials that are used in SRE are from a variety of sources and will try to inform and support pupils and parents knowledge and understanding.

Ground rules will be ascertained at the beginning of the SRE lesson delivered by the school nurse. The content of the session is underpinned by a respect for individual family and cultural views.
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 supportive 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.
- Arrange modifications to SRE as necessary

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 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 in this regard.

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 who give us valuable support with our sex education programme.

Confidentiality
Teachers and the School Nurse conduct sex education lessons in a sensitive manner and in confidence. Each matter raised will be dealt with sensitively and there will be an opportunity to speak privately with the school nurse if requested.

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 following protocols laid down in the Safeguarding policy. If the teacher has concerns, they will draw their concerns to the attention of the Headteacher. The Headteacher will then deal with the matter in consultation with health care professionals. (See also Safeguarding Policy.)

Equal opportunities
Children who have Special Educational needs will be included in SRE unless assessed inappropriate for the individual. Both boys and girls have access to SRE which will take into account the physical and emotional maturity of the children.
Monitoring
Prior to SRE sessions there will be liaison between school nurse and teachers to establish prior knowledge and level of maturity. We evaluate the sessions by the provision of questionnaire/quiz to the pupils.

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

Reviewing
The policy will be reviewed regularly according to the school’s policy review cycle.

Date: June 2019

Headteacher: Mrs J Scutt

Signed (Chair of Governors): Chris Taylor

N.B: This policy is in place for one more year while a comprehensive whole-school review takes place with the new DfE guidance (2020) and Diocese guidance in mind.