



## **Newton Poppleford Primary School**

### **Sex & Relationships Education Policy**

#### **1 Introduction**

- 1.1** We have based our school's sex education policy on the DfEE guidance document Sex and Relationship Education Guidance (ref DfEE 0116/2000). In this document, Sex and Relationships Education (SRE) is defined as 'learning about physical, moral and emotional development. It is about understanding the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health, Sex & Relationships education is part of the personal, social and health education curriculum in our school. While we use SRE 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 SRE as a means of promoting any form of sexual orientation.

#### **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;
  - respect for the views of other people;
  - sex abuse and what they should do if they are worried about any sexual matters.

#### **3 Context**

- 3.1** We teach SRE in the context of the school's aims and values framework. While SRE in our school means that we give children information, appropriate to their age group, 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 SRE in the belief that:
- SRE should be taught in the context of family life;
  - SRE 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.

## **4 Organisation**

- 4.1** We teach SRE through different aspects of the curriculum. While we carry out the main SRE teaching in our personal, social and health education (PSHE) curriculum, we also teach some SRE 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.
- 4.2** 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 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.
- 4.3** In science lessons in both key stages, in 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.
- 4.4** Where appropriate in Years 4, 5 or 6 we place a particular emphasis on health education, as some children experience puberty at this age. 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).

## **5 The role of parents**

- 5.1** The school is well aware that the primary role in children's SRE 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 SRE policy and practice;
  - answer any questions that parents may have about the SRE of their child;
  - take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for SRE 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 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 body and their increasing responsibilities.

- 5.2** 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 in this regard. N.B. Whilst parents have the right to withdraw from the SRE programme they do not have the right to withdraw their children from aspects of the subject covered in the Science Curriculum.

## **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 the school nurse 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 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 headteacher. The headteacher will then deal with the matter in consultation with health care professionals. (See also Child Protection Policy.)

## **8 The role of the headteacher**

- 8.1** It is the responsibility of the headteacher to ensure that both staff and parents 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 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 children on these issues are aware of the school policy, and that they work within this 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 Monitoring and review**

- 9.1** The Teaching & Learning Committee of the governing body monitors our SRE 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 Teaching & Learning Committee gives serious consideration to any comments from parents about the SRE programme, and makes a record of all such comments. Governors require the headteacher to keep a written record, giving details of the content and delivery of the SRE programme that we teach in our school.