

Sex and Relationships Education Policy

1 Introduction

1.1 We have based our school's sex and relationships education policy on the DfE guidance document Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019) which is required to be taught from September 2020. It states that 'The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.' In addition, it states 'The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils.' While at Wray Endowed Primary School, 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 we do promote equality and respect and meet the requirements of the Equality Act 2010.

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 sex and relationships education in the context of the school's aims and values framework (See Curriculum Policy values statement.) 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 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;

Sex and Relationships Education Policy

- it is important to build positive relationships with others, involving trust and respect;
- children need to learn the importance of self-control;
- sex education is an important element of safeguarding and provides children with knowledge and skills to keep themselves safe.
-
- 3.2 Legal/National Requirements
-
- From September 2020 it is compulsory to teach relationships education and health education in primary schools.
-
- National Curriculum PSHE – Sex and Relationships Education (sex education elements are non-statutory): SRE should be more than solely science if it is to meet the needs of children and our aims and objectives. We must ensure that we have an up-to-date policy that describes the content and organisation of SRE provided outside of the National Curriculum and this SRE policy should be made available to parents for inspection.
-
- National Curriculum Science – Sex education (science curriculum elements are statutory): The elements of SRE in the National Curriculum Science Orders across all key stages are mandatory for all pupils of primary age and cover the biological aspects of SRE including puberty and reproduction in plants and animals. Parents cannot withdraw their children from these elements.
-
- The Equality Act 2010 means that the teaching of SRE should meet the needs
- of all young people whatever their developing sexuality or family circumstance. School should adhere to this guidance dealing sensitively and appropriately with issues around sexuality.

4 Organisation

4.1 We teach sex and relationships 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 and study the biological elements in science, we also teach some sex education through other subject areas, for example, PE, where we feel that it will 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, teachers inform children about puberty and how a baby is born. For this aspect of the school's teaching, we follow the requirements of the National Curriculum for science and the learning set out in the Key Learning documents created by Lancashire County Council. 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

Sex and Relationships Education Policy

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 (including reproduction) in greater depth.

4.4 In Class 3 (currently years 4, 5 and 6) we place a particular emphasis on health education, as many children experience puberty at this age. 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. We will inform parents of Class 3 pupils before we teach these elements and provide opportunity for them to ask any questions and discuss this particular programme of learning and see the materials that school uses in its teaching. Parents of year 4 pupils are given the option to withdraw from this learning and to wait until they are in year 5 or 6.

4.5 Adults will face a range of questions from the children during SRE lessons. Teachers should use their judgement in answering questions. If a genuine question is asked that is beyond the scope of the SRE for that year group the teacher should explain that the question will be addressed later, either following consultation with the parents/carers or explain that it will be covered in a later session of SRE teaching. The DfE guidance states that appropriate questions should be addressed where possible as 'given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.'

4.6 SRE education will be delivered by teachers and through planned visits/visitors such as the School Nurse or Coram Life Education Bus.

5 Children with Special Educational Needs

5.1 Teaching and resources will be appropriately differentiated to ensure all pupils with SEND have full access to the content of the SRE curriculum.

6 The role of parents

6.1 The school is well aware that the primary role in children's sex and relationships 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.

6.2 Parents have the right to withdraw their child from all or part of the non-compulsory sex education programme that we teach in our school. If a parent wishes

Sex and Relationships Education Policy

their child to be withdrawn from the sex education element of the sex and relationships 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. Parents should also be made aware that children will still be able to ask questions and these may be addressed (with consultation with the parents). In addition, a parent cannot withdraw their child from the statutory science and relationships elements of SRE.

7 The role of other members of the community

7.1 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, professionals such as the school nurse and other health professionals, give us valuable support with our sex and relationships education programme. Other people that we call on may include local clergy, social workers and youth workers.

8 Confidentiality

8.1 Teachers conduct sex and relationships 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 and safeguarding. 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. The DSL will then deal with the matter in consultation with health care professionals. (See also Child Protection Policy.)

9 The role of the headteacher

9.1 It is the responsibility of the headteacher to ensure that both staff and parents are informed about our sex and relationships education 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.

9.2 The headteacher liaises with external agencies regarding the school sex and relationships 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.

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

10 Relationship to other policies

10.1 Anti-bullying - this should be linked to the school's broader policy on anti-bullying. An effective SRE programme will include raising awareness about lesbian and gay sexuality; therefore, an anti-bullying policy needs to include strategies for tackling homophobic bullying in school.

Sex and Relationships Education Policy

Safeguarding - if a disclosure occurs during a SRE topic, or concerns are raised, teachers will follow the school's procedures for child protection.

Staff Conduct - children can expect that they will be treated sensitively when seeking information and advice. Staff should not, in line with our child protection policy, give guarantees of confidentiality where the safety and welfare of a child is at risk.

Online-safety policy and procedures.

British Values Statement.

Curriculum links

PSHE – SRE sits within PSHE curriculum and should be planned, delivered, co-ordinated, assessed and monitored in line with the school's PSHE planning.

Science - the SRE elements of the Science curriculum should be planned, delivered, co-ordinated, assessed and monitored in line with the school's science provision and appropriate for the year group.

11 Monitoring and review

11.1 The Curriculum Committee of the governing body monitors our sex and relationships 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 and relationships education 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 sex education programme that we teach in our school. The PSHE coordinator may assist with the monitoring and review where required.

Updated June 2020
S Norton