



Sex and Relationship Policy

Agreed on: January 2018

Review Date: January 2019

Sex and Relationships Education Policy

Introduction:

This school's SRE policy is based on the DfE guidance document 0116 / 2000 which states: **'All schools must have an up to date SRE policy which is made available for inspection and for parents.** The policy must:

- Define Sex and Relationships Education
- Describe how SRE is provided and who is responsible for providing it;
- Say how SRE is monitored and evaluated;
- Include information about parents' right to withdraw their child from all or part of lessons;
- Be reviewed regularly'

Definition of SRE:

Sex and Relationship Education is lifelong learning about physical, moral and emotional development. It is about the understanding of 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". (DfEE 0116/2000).

The national curriculum states that children should learn to identify parts of their bodies; understand and learn about the human lifecycle, including how humans change, grow and reproduce; that exercise is important for health; how diets affect health; how babies and children should be looked after. Parents **do not** have the right to withdraw their child from these lessons. Teachers will make it clear to parents and carers which aspects are science based and are statutory parts of the curriculum where their child cannot be withdrawn.

Sex education is part of the personal, social and health education curriculum in our school, called Frome Vale Citizen. Whilst 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. Sensitivity and respect should be shown to all children when teaching about personal relationships and sex education and SRE should be taught in a way to ensure that there is no stigmatisation of children based on their home/personal circumstances or religious background.

Context

We set our Sex and Relationships Education (SRE) in a context which is consistent with the school's ethos and values.

- SRE is based on inclusive practice and values, emphasising respect, compassion, loving care and forgiveness;
- SRE is taught in the light of the belief in the absolute worth of all people;
- SRE reflects that sex is a human longing for an intimate union;
- SRE is sensitive to the circumstances of all children and be mindful of the variety of expressions of family life in our culture and other culture.
- Issues regarding human sexuality is addressed sensitively.
- The exploration of reproduction and sexual behaviour within the Science curriculum should

stand alongside the exploration of relationships, values and morals and beliefs. Whilst pupils are given the opportunity to explore their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions, this is exercised within an understanding of the right of people to hold their own views within a framework of respect for others.

Aims and objectives

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 and family life;
- moral questions;
- relationship issues;
- respect for the views of other people;
- what they should do if they are worried about any sexual matters.

Principles

SRE is based on the following principles:

- Children will be taught the cultural and religious differences about matters of sexuality.
- Children should learn the significance of families as key building blocks of community and society.
- Sex education includes learning about physical and emotional development.
- Sex education is part of a wider social, personal, spiritual and moral education process.
- Children should be made aware of the way in which advertising and the media influences their views about sexuality.
- Children should be taught to have respect for their own and other people's bodies.
- Children should learn about their responsibilities to others, and be aware of the consequences of sexual activity.
- Children should learn that some people choose not to engage in sexual activity and that this should be respected and valued.
- Children should be made aware at an appropriate level that sex can be used compulsively, competitively and destructively.
- Children need to learn the importance of protecting themselves.
- It is important to build positive relationships with others, involving trust and respect.
- Children need to learn how to keep themselves safe when using the internet and other forms of technology.
- Children need to be aware of responsible use of all forms of technology in order to respect the wellbeing and integrity of others

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/ FVA Citizen Curriculum), we also teach some sex education through other subject areas (for example, science and PE, RE), 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.

The Frome Vale Citizen lead is the designated teacher with responsibility for coordinating SRE. It can be taught by teachers, teaching assistants and outside visitors such as the school nurse. It is important however for children to work with known and trusted adults for these sessions.

Sometimes sessions will be taught in single sex groupings and sometimes they will be delivered to all children together. This is dependent on the subject matter; however, the vast majority of the materials delivered will be the same.

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.

In science lessons in all key stages, teachers inform children about puberty and how a baby is born. For this aspect of the school's teaching, we follow the guidance material in the national scheme of work for science. In the Foundation Stage, children learn about young animals and the concept of gender. They learn to form relationships and think about friendships with others. We teach them about families and respecting each others' differences.

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 and 6 we place a particular emphasis on health education, as many 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. 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 teach and talk sexual intercourse and relationships, including same sex relationships. We always teach this with due regard for the emotional development of the children (as stated earlier in this policy).

Parents

We arrange a meeting for all parents and carers of children in Year 5 and Year 6 to discuss this particular programme of lessons, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching. There will always be opportunities for parents to ask questions before the sessions are taught to their children.

When dealing with 'difficult questions' from children, staff may sometimes use anonymous questions boxes in order to protect individuals. Generally, suitable questions will be answered frankly for the whole class to listen and respond to. These are sometimes rephrased to use appropriate language; however the teacher will use their professional judgement to respond more sensitively to an individual query.

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 about this policy or the arrangements for sex education in the school;
- Inform parents about the teaching about sex education in school so that the parents and school can work together to support the child with regard to sex education. 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 which is part of our PSHE programme, but not from the science aspects of the curriculum 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 Principal, make the request in writing with reasons for withdrawal, 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, although we work hard to provide parents with adequate information before their decision is made.

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.

Confidentiality and Safeguarding Children Procedures

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. If the teacher has concerns, they will draw their concerns to the attention of the Principal and/or the designated person for child protection and safeguarding.

The Principal will then deal with the matter in consultation with health care professionals. (See also Child Protection Policy.) Advice for teachers on particularly sensitive issues such as female circumcision can be found at:

<http://www.education.gov.uk/schools/pupilsupport/pastoralcare/childprotection>

The role of the Principal

It is the responsibility of the Principal 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 Principal'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 Principal liaises with external agencies when appropriate 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 Principal monitors this policy on a regular basis and reports to The Academy Council, when requested, on the effectiveness of the policy.

The SRE Policy has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

Equalities Policy
Health and Safety Policy
Inclusion Policy
Special Educational Needs Policy
Frome Vale Citizen Policy

Behaviour Policy
Safeguarding / Child Protection Policy
ICT Policy and Safe Internet Use Policy

Signed:

Date:

Review: