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*'As a federation, and as individual schools, we are committed to the wellbeing of all of our community - this is an integral part of each school's culture and ethos. Policies are formulated and implemented with this in mind, placing the wellbeing of all at the forefront at all times.'*

## **Sex & Relationship Education Policy - Church Hill School**

**October 2015**

	Date
RATIFIED BY GOVERNING BODY	13/10/2015
NEXT REVIEW DUE	October 2018

## **Policy on Sex and Relationship Education**

### **Introduction**

Our school's policy on sex and relationship education is based on the DfES document 'Sex and Relationship Education Guidance' (DfES 0116/2000). We recognise 'Sex and Relationship Education' as the policy's full title, but, for brevity's sake, we will refer in the rest of this policy simply to 'sex education'.

In the DfES document, sex education is defined as 'learning about physical, moral and emotional development'. The guidance states, '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 and health education (PSHE) curriculum in our school. When we inform our pupils through sex education about sexual issues, we do this with regard to 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**

- To provide a secure, sensitive and caring framework where learning and discussion can take place
- To provide information which is easy to understand, relevant and appropriate for the needs, age and maturity of the pupils
- Encourage the use of correct vocabulary
- To foster self worth and awareness, together with a sense of moral responsibility
- To help the children to acquire and practise important life skills such as critical thinking, decision making, communication and assertiveness
- To ensure that sex education is available to all children regardless of gender, ability, cultural or religious background in line with the school's policy on equal opportunities

### **Objectives**

Sex and relationship teaching will be delivered via two areas of the curriculum.

1. Through national curriculum Science/PSHCE where

At Key Stage 1: -

- Children should know that humans develop at different rates.
- The animals including humans, move, feed, grow, use their senses and reproduce
- To recognise and compare the main external parts of bodies of the humans
- That humans and animals can produce offspring and these grow into adults
- To recognise the similarities between themselves and others and treat others with sensitivity.

At Key Stage 2:-

- Begin to know about and have some understanding of the physical, emotional and social changes, which take place at puberty.
- Know that there are many different kinds of friendship; be able to talk about friends with important adults.
- That the life processes common to humans and other animals include nutrition, growth and reproduction

- The main stages of the human life cycle
- As with other PSHCE units, Sex Education will develop in response to key questions
- Sex education at the school will be developmental and age appropriate
- Pupils will be taught about the nature of the human body and how it grows and changes
- Sex education will be taught within the context of relationships and family life

## **Context**

We teach about sex in the context of the school's aims and values (see the values statement in the Curriculum Policy). 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 of the values which underpin all our work. We teach sex education on the understanding that:

- it is taught in the context of marriage and family life;
- it is part of a wider process of social, personal, spiritual and moral education;
- 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.

## **Equal opportunities**

- Pupils will have the opportunity to participate in SRE. However, parents have the right to withdraw their children from some of the curriculum after discussion with the headteacher and if the school is notified in writing.

## **Organisation**

We teach about sex through different aspects of the curriculum. While we carry out the main sex education in our personal, social and health education (PSHE) curriculum, we also do some sex education through other subject areas (e.g. science and PE) which we believe contribute significantly to children's knowledge and understanding of their own bodies, and how they are 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, and we explain to the children what will happen to their bodies during puberty. For example, we teach the children that boys' voices will change during puberty, and we explain menstruation to both boys and girls. 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 our 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 fact that people are not all the same, and that we need to respect each other. In Key Stage 2, we teach about life processes, and the main stages of the human life cycle, in greater depth.

In Year 5, we place a particular emphasis on health education, as increasing numbers of children start to 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 children's 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.

A letter is sent home to parents and carers of children in Year 5 to give them details of the programme of lessons and offering them the opportunity to borrow the materials to review.

### **The role of parents**

The school is well aware that the primary role in children's sex education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation. To promote 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 about 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 bodies and their increasing responsibilities.

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, give us valuable support with our sex education programme. Other people that we call on include local clergy, social workers and youth workers.

### **Confidentiality**

Teachers conduct sex education lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference 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. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns. The headteacher will then deal with the matter in consultation with health care professionals (see also our policy on Child Protection).

## **The role of the headteacher**

It is the responsibility of the headteacher 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 headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach about sex 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 our children on these issues are aware of the school policy, and work within its framework.

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

## **Monitoring and review**

The Teaching and Learning Committee of the governing body monitors the impact of 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 Teaching and Learning 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 headteacher to keep a written record, giving details of the content and delivery of our sex education programme. This policy will be reviewed every three years, or earlier if necessary.