



# School Policy for Sex & Relationships Education

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Date created: 21/11/17

To be reviewed: November 2020

## Rationale

This policy is underpinned by our Christian values and has been written within that context, whilst also ensuring that statutory requirements of the National Curriculum and the Children and Social Work Act 2017 are fully met. Further, it has taken into account the DFE's latest guidance document 'Sex and Relationships Education Guidance' (2000). It has also taken into account Sex and Relationships Education policy guidance (2011) issued by the Diocese of Chichester for Church of England Schools.

## Introduction

Sex and relationships 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'. (DfE, 2000)

Sex education is part of the personal, social and health education curriculum in our school, and is also part of the Science curriculum. 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 suitable for their age and development. We do not use sex education as a means of promoting any form of sexual orientation.

## Aims and objectives

We aim to cover the three main elements of SRE: -  
Attitudes and Values  
Personal and Social Skills  
Knowledge and understanding

### **Attitudes and Values**

- Learning the importance of values, individual conscience and moral considerations
- Learning the value of family life, marriage, and stable and loving relationships for the nurture of children
- Learning the value of respect, love and care
- Exploring, considering and understanding moral dilemmas

### **Personal and Social Skills**

- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict
- Learning how to recognize and avoid exploitation and abuse

### **Knowledge and understanding**

- Learning and understanding physical development at appropriate stages
- Understanding human sexuality, reproduction, sexual health, emotions and relationships

## **Context**

We teach sex and relationships education in the context of the school's aims and Christian 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 their actions;
- it is important to build positive relationships with others, involving trust and respect;
- children need to learn the importance of self-control.

No teacher delivering the school's sex and relationships education programme will be expected to deal with sensitive issues beyond those outlined in the curriculum content. If any teacher feels unable to deliver all or part of the sex and relationship education programme, another appropriate member of staff should teach it. If pupils ask questions or seek information about sensitive matters teachers should use their professional judgement over the response in these matters – possibly after consultation with colleagues. Adults should be especially aware of issues regarding safeguarding and confidentiality, including the relevant policies.

## **Organisation of Teaching and Learning**

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 (PSHCE) curriculum, we also teach some sex education through other subject areas 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 PSHCE we teach children about relationships, and we encourage children to discuss issues and ask for help if they need it. We always teach this with due regard for the emotional development of the children.

We follow the guidance material in the National Curriculum programmes of study for science. In Key Stage 1 we teach 'that animals, including humans, have offspring which grow into adults' 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 the objective 'describe the changes as humans develop to old age, indicating the stages in the growth and development of humans. They should learn about the changes experienced in puberty.'

Further to the National Curriculum, we act on guidance and policy from the 'Sex and Relationship Education Guidance', (DfE 2000) and the Children and Social Work Act (2017).

### **Children and Social Work Act (2017)**

The Secretary of State must by regulations make provision requiring—  
(a) relationships education to be provided to pupils of compulsory school age receiving primary education at schools in England;  
When relationships education or relationships and sex education is given the pupils learn about—  
(i) safety in forming and maintaining relationships,  
(ii) the characteristics of healthy relationships, and  
(iii) how relationships may affect physical and mental health and well-being,

### **'Sex and Relationship Education Guidance - Primary schools' (DfE 2000)**

- 1.12 The Department recommends that all primary schools should have a sex and relationship education programme tailored to the age and the physical and emotional maturity of the children. It should ensure that both boys and girls know about puberty and how a baby is born
- 1.13 All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes. In the early primary school years, education about relationships needs to focus on friendship, bullying and the building of self-esteem.

### **Equal Opportunities**

We teach Sex and Relationships Education to all children. In line with our Christian values, and with Government legislation, our teachers provide learning opportunities matched to the individual needs of every child, regardless of gender, race, SEND (Special Educational Needs and Disabilities), or other individual differences. When teaching Sex and Relationships Education we take into account the targets set for the children in their Individual Education Plans (IEPs).

### **The role of parents**

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 and relationships education policy and practice;
- answer any questions that parents may have about the sex and relationships education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex and relationships education in the school;

- work with parents so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.
- invite all parents and carers of children in Years 5/6 to discuss this particular programme of lessons, how they are taught, and to see the materials the school uses in its teaching.

Parents/carers have the right to withdraw their child from all or part of the sex and relationships education programme that we teach in our school, except for those parts included in the statutory National Curriculum. If a parent/carer wishes their child to be withdrawn from 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 and makes alternative arrangements for the pupil.

### **The role of other members of the community**

We encourage and engage 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**

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 follow agreed Child Protection procedures. 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 follow Child Protection procedures and contact the Designated Child Protection Officer as soon as possible. The DCPO will then take the appropriate action/s in accordance with School Policy and Government Safeguarding guidance.

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

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.

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 Learning and Teaching Committee of the governing body monitors our sex and relationships education practice and policy. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. Any comments from parents about the sex and relationships education programme are given serious consideration by the Learning and Teaching Committee, and advice sought from experts such as Local Health Authority personnel, or the Diocese of Chichester. A record of all such comments is kept.