



# Policy for Sex and Relationships Education

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Ratified by Governors	12/12/16
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# Beckley C of E Primary School

## POLICY FOR SEX and RELATIONSHIPS EDUCATION

### A. Vision and Values

At Beckley C of E School we provide excellent education within a Christian context. Each child is treated as an individual and we respect everyone's opinions, faiths, races and gender.

We aim:

- To provide a broad, well-taught curriculum, enabling all pupils to develop at their own pace and reach their full potential academically, physically, socially and spiritually.
- To develop children's curiosity, imagination, love of learning and sense of fun.
- To create a happy, supportive and safe environment where children can become friends, learn to help each other and gain a greater understanding of community.
- To foster self-discipline and independence, teaching children to make good choices and take responsibility for their actions.

At Beckley C of E Primary School, Sex and Relationships Education (SRE) is integrated into the Personal, Social, Health and Citizenship Education programme of the school, as well as being a topic in the Life Processes and Living Things unit of the Science Curriculum. As a church school, SRE is underpinned by our value statement and teaching and learning of Christianity in R.E.

As a C of E School, we believe that Christian beliefs and values should underpin our SRE programme, therefore the following principals underpin our policy:

- 1) Sex education is taught in the context of the significance of marriage and family life.
- 2) Sex education involves learning about physical and emotional development.
- 3) Sex education is part of a wider social, moral and spiritual process.

We are aware that the primary role in children's sex education lies with parents and carers and that our programme will compliment this. It is our view that the delivery of high quality SRE is extremely important, however, should they wish, parents can withdraw their child/ren from all or part of SRE provided, except that which is required by the Science National Curriculum. If a parent would like to withdraw their child from any part of SRE they should speak to the child's class teacher.

### B. Definition of Sex and Relationships Education

SRE is 'lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage as a context for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual behaviour.' (QCA, 2000)

### C. Aims and Objectives

The foundation of our SRE programme is to develop pupils' knowledge, skills and attitudes so that they make informed choices about their behaviour, feel confident and competent about acting on these choices, and move with confidence from childhood through to puberty and adulthood.

This underpins our aims and objectives of our SRE programme which are to:

- promote a concern for relationships with other people, respecting the rights and feelings of others; developing loving, caring relationships as friends, parents, members of a family and community, and ultimately sexual partners;
- provide knowledge of how the human body functions, how it grows and how we change physically and emotionally;
- emphasise the importance of self-esteem in encouraging all members of the school community to respect and care for their body and mind;
- develop positive values and a moral framework which will guide pupils' choices, judgements and behaviour into adolescence and adult life;
- present the facts about lifestyle choices in order for all pupils to then make informed judgements and to be prepared for the demands of life in the 21<sup>st</sup> century;
- create an ethos of positive relationships between all members of the school community, and for pupils to be given appropriate, accurate answers as naturally and honestly as possible to their questions on personal relationships and sex;
- work with parents, carers and governors in the dissemination of information on SRE and develop a partnership approach thus ensuring that all pupils receive the best SRE;
- give regard to the age, emotional and physical maturities of pupils within all age groups taught, including those pupils with special educational needs, and ensure equality of opportunity and experience.
- Correct myths and misconceptions.

#### **D. Curriculum**

In Reception the curriculum includes education about relationships with a focus on friendships and the building of self-esteem. In Knowledge and Understanding of the World children learn about simple life cycles.

In the **Early Years Foundation Stage**, pupils are taught elements of SRE relevant to their age and maturity (related to Early Learning Goals).

At **Key Stages 1 and 2**, SRE is delivered through the Science, PSHCE and R.E curriculum programmes.

The following topics are taught through the Science and PSHCE curriculum programmes.

- Body Parts (KS1 & 2)
- Emotions and Feelings (KS1 & 2)
- Friendships and Relationships (KS1 & 2)
- Growth, Development and the onset of Puberty (KS2)
- Periods (KS2)
- Pregnancy, Birth and Babies (KS1 & 2)
- Rights and Responsibilities (KS2)
- Personal Safety (KS1 & 2)
- Self-Esteem (KS1 & 2)
- Who can help? (KS1 & 2)

#### **E. Organisation**

- Class teachers deliver SRE. The school nurse and other health professionals are invited into school to provide expertise and information in SRE for Years 5 and 6.

- A variety of teaching methods and resources are used to deliver the SRE programme including circle-time, DVDs, books, photographs, charts and posters.
- In Year 5, the children have sessions considering puberty and body changes led by the school nurse. These sessions are repeated and extended in Year 6.
- A letter is written to parents/carers of pupils in Year 5 and 6, informing them of the SRE programme. Resources are available to parents on request.
- To ensure complete respect for each other, guidelines and 'ground rules' are made very clear to all teachers and pupils, which include no 'put downs' or reference to any individual person's relationships.

#### **F. Equal Opportunities, Inclusion and SEND**

The school will be sensitive to other cultures and beliefs and family situations. We recognise that individual pupils may require a more individualised health education programme. It may be more suitable for some pupils at Key Stage 2 to follow the teaching programme for Key Stage 1, but presented in a manner which is appropriate to their age and maturity.

#### **G. Provision For Pubertal Pupils**

- If parents inform the school when their daughter begins menstruation, all staff will be made aware of those times when they may be feeling unwell or unable to take part in physical activities including P.E or swimming. However, physical activity is encouraged as it improves blood flow and reduces the cramping associated with periods.
- Girls starting their periods have unrestricted access to sanitary facilities kept by Mrs White. Sanitary bins are provided in the girls toilets.
- Female members of staff are always available to reassure pubertal girls and ensure that there is no embarrassment with regard to dealing with their periods.

#### **H . Child Protection Issues and Confidentiality**

In line with our child protection policy, any disclosures made to members of staff are directed to the designated Child Protection Officer (Head Teacher) who then makes the decision to inform further agencies where deemed necessary. Confidential advice and support is made available to pupils requiring it. Concerns around child protection issues would override confidentiality.

#### **I . Monitoring and Evaluating**

The PSHCE coordinator and Headteacher are responsible for monitoring and evaluating the effectiveness of teaching and learning in SRE in collaboration with the Senior Leadership Team.

The Headteacher and Teaching and Learning Committee of the governing body are responsible for monitoring this policy on an annual basis and reporting its findings and recommendations to the full governing body. Staff, pupil and parent views are sought when appropriate.

#### **J. Links with other Policies**

- Safeguarding
- Behaviour
- Anti-Bullying
- Equalities
- E-Safety
- PSHE
- Science
- Religious Education
- SEND