

Bassenthwaite Primary School

Sex and Relationship Education Policy



Policy development & consultation

Policy written by Sara Royle in consultation with staff, Health Education Services, pupils and Governors of Bassenthwaite School.

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 parts of this policy simply to 'SRE'.

❖ Definition of SRE

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'. It is not about the promotion of sexual orientation or sexual activity, this would be inappropriate teaching.

❖ Moral and Value Framework

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 Bassenthwaite Primary School Sex and Relationship Education Policy 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.

Equal opportunities

It is intended that the school's SRE policy and programme will reflect the ethos of the school, by providing a secure, inclusive, non judgemental environment in which to learn. Therefore no child or family will be discriminated on grounds of race, gender, health, ability or sexuality.

The policy and content will comply with LA and government guidance.

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 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.

Context

We teach about sex and relationships in the context of the school's aims and values. While sex education in our school means that we give children information about sexual behaviour, we do this with awareness of the moral code, and of the values which underpin all our work in school. In particular, we teach about sex in the belief that it:

- should be taught about in the context of family life;
- 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.

Organisation

We teach about SRE 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 (for example, 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. The topics which are covered by the science curriculum are statutory.

We use various ways of teaching SRE such as circle time, assemblies, small group lessons, single sex groups and whole class.

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, [including puberty] in greater depth.

Year 3/4 basic introduction to help prepare children for the physical and emotional changes that happen during puberty and growing up.

Year 5 recap on puberty, human lifecycles including reproduction, dealing with peer pressure and discuss positive parenting.

Year 6 recap on puberty and reproduction. Develop strategies for dealing with peer pressure, and explore the responsibilities of becoming a parent.

Staff will answer questions about SRE in a simple and honest way.

Guidelines for teaching discrete SRE

It is important that both staff and children feel safe and comfortable during SRE lessons, therefore circle time rules will be used

Additional rules include:

no personal questions of each other or staff

some teachers may choose to just use a question box rather than a question and answer session. This will be made clear to children from the start.

Resources

We will be using the QCA guidelines given to specific year groups. To support our teaching we will use the SEAL project and the LCP files.

Specific issues

Provision for Pubertal Pupils

Supplies of sanitary protection will be available in Mrs Royle's office. Children will be able to speak to any member of staff they feel comfortable with to access supplies. Any male teachers refer to a female member of staff.

A sanitary disposal unit is available in the ladies toilets.

Questions

The school aims to support and encourage children in asking for help therefore all questions will be answered appropriately within the following framework

- Question boxes will be used within SRE lessons
- Correct and appropriate terminology will be used. The use of correct terminology will be encouraged throughout school

- It is inappropriate for the teachers and children to answer personal questions
- Staff are encouraged to answer all questions but will use their professional judgement to decide whether an appropriate response should be given in a whole class situation or referred to home or head teacher.
- In support of our equal opportunities policy staff will challenge discrimination and stereotyping.
- Staff will support children to understand that people hold different points of view and that there is not always one clear and correct answer.

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;
- 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 head teacher, 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. There will be single sex teaching for some SRE lessons, although both boys and girls receive the same teaching.

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 head teacher will then deal with the matter in consultation with health care professionals (see also our policy on Child Protection, and Behaviour).

The role of the head teacher

It is the responsibility of the head teacher 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 head teacher'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 head teacher 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 head teacher monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.