

## **Panshanger Primary School**

### **Policy for Sex and Relationship Education (SRE)**

#### **Introduction**

In order for children to take their place in society as they grow up, it is important to provide not only for their academic development but also for their personal, physical, moral and emotional development. Children need to be taught about their rights and responsibilities and need to develop an understanding of the importance of loving and caring relationships, as well as an understanding of sex and relationships.

This policy for SRE lies within the context of the following School Aims:

- To realise each child's full potential by promoting healthy lifestyles and by providing a wide range of learning opportunities for academic, social, emotional, moral, spiritual, cultural, and physical development.
- To provide a broad and balanced curriculum appropriate to the children's needs, and in accordance with the Early Learning Goals and the National Curriculum.
- To raise self-esteem and confidence by helping each child to gain a sense of achievement and to take a pride in that achievement;
- To develop self-discipline and mutual respect for all members of the school and the wider community and encourage a caring, thoughtful attitude towards others;
- To foster a sense of responsibility for the environment and develop skills that the children will need in order to be active citizens and take their place in the wider world.

Sex and Relationship Education (SRE) will reflect the values of the Personal, Social and Health Education (PSHE) and Citizenship programme and will be taught in the context of relationships. In addition SRE will promote self-esteem and emotional health and well-being and help children form and maintain worthwhile and satisfying relationships based on respect for themselves and for others, at home, school, work and in the community.

#### **Aim**

Through our work on SRE our aim is to provide children with age appropriate information, and to explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour.

This will be achieved by:

- creating a supportive school ethos where all are valued;
- maintaining positive relationships;
- showing and expecting respect for all;
- building up children's self - esteem and sense of self - worth;
- helping children to know and understand what constitutes a healthy and safe lifestyle;
- providing the knowledge and information to which all pupils are entitled and clarifying existing knowledge
- adopting a whole school approach which plans and co-ordinates provision through discrete SRE teaching as well as through other subjects.

#### **Sex and Relationship Education Curriculum**

The DfEE guidance document Sex and Relationship Education Guidance (ref DfEE 0116/2000) defines sex education 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'. Through our teaching children will be informed about sexual issues with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. Sex education is not used as a means of promoting any form of sexual orientation.

Children are taught about:

- the physical development of their bodies as they grow into adults;
- the way humans reproduce;
- the growth and development of a baby from conception to birth;
- 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;
- sex abuse and what they should do if they are worried about any sexual matters.

While sex education in our school means that children are given information about sexual behaviour, this is done with an awareness of the moral code and values which underpin all our work in school.

In particular, our shared belief is 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 sexual activity;
- it is important to build positive relationships with others, involving trust and respect;
- children need to learn the importance of self-control

### **Teaching and learning style**

Sex education is taught through different aspects of the curriculum including science, RE, PSHE, literacy and circle time. In PSHE children are taught about relationships, and are encouraged to discuss issues. In science, children are taught about the parts of the body and how these work, and in Years 5 and 6 children learn about what will happen to their bodies during puberty. For example, the children learn that boys' voices will change during puberty and that girls will start menstruation. The children are encouraged 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, guided by the material in the national scheme of work for science (see Appendix 1). Children are also taught about keeping safe, coping with peer pressure and INTERNET safety.

In the Foundation Stage children learn about the concept of male and female and about young animals. In on-going PSHE work, they develop skills to form friendships and think about relationships with others.

In Key Stage 1 children are taught about life cycles of some animals, how animals, including humans, move, feed, grow and reproduce, and about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. They learn about the importance of personal hygiene to maintain good health. In RE and Citizenship children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

In Key Stage 2 children are taught about life processes and the main stages of the human life cycle in greater depth. By the end of Key Stage 2, both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. This is taught with due regard for the emotional development of the children. Children are also taught about keeping safe

In Year 6 there is a particular emphasis on health education, as many children experience puberty at this age. The school nurse works alongside the teacher to deliver an appropriate programme. Children's questions are answered with sensitivity and care.

Parents and carers of children in Year 6 are offered an opportunity to discuss this particular programme of lessons, looking at the issues and how they are taught, and to see the materials the school and the nurse use in its teaching.

Sex and relationship education is usually delivered in mixed gender groups; however, there may be occasions where single gender groups are more appropriate and relevant. A range of teaching methods which involve children's full participation are used to teach sex and relationship education. These include use of DVDs, discussion, looking at case studies, drama and role play.

### **Inclusion and Special Educational Needs**

Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children. It is our intention that all children have the opportunity to experience a programme of sex and relationship education at a level which is appropriate for their age and physical development with differentiated provision if required. Teachers are sensitive to children's varying needs and organisation, teaching materials, teaching style and approaches are adapted to ensure that all can have full access to the content of sex and relationship education.

### **The role of parents**

The school is well aware that the primary role in children's sex education lies with parents and carers. It is therefore important to build a positive and supporting relationship with the parents through mutual understanding, trust and co-operation.

In promoting this objective:

- parents are informed about the school's sex education policy and practice so that the teaching in school supports the key messages that parents and carers give to children at home.;
- any questions that parents may have about the sex education programme for their child are answered fully;
- any issues that parents raise with teachers or governors about this policy or the arrangements for sex education in the school are taken seriously;
- parents are encouraged to be involved in reviewing the school policy and making modifications to it as necessary.

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, except the aspects which are part of the statutory National Curriculum for Science –(see Appendix 1). If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the headteacher, and make it clear in which aspects of the programme they do not wish their child to participate. The school always complies with the wishes of parents in this regard.

### **Confidentiality**

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 Designated Senior Person for Child Protection - the headteacher- who will then deal with the matter in consultation with health care professionals.(See also Child Protection Policy.)

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

It is the responsibility of the headteacher to ensure that both staff and parents are informed about the school's 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 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 children on these issues are aware of the school policy, and that they work within this framework.

### **Monitoring and Evaluation**

Sex and relationship education is monitored and evaluated by the Governors' Effectiveness Committee as part of the school's on-going review schedule. As a result of this process changes will be made to the sex and relationship education programmes as appropriate.

This policy is linked with the following policies:

- PSHE and Citizenship
- Equal Opportunities
- Child Protection
- Confidentiality
- Behaviour
- Anti-Bullying
- ICT

*Panshanger Primary School  
Governors' Effectiveness Committee  
March 2012*

## Appendix 1

### Aspects of the National Curriculum for Science Contributing to Sex Education

#### Key Stage 1

Children are taught:-

*Life Processes -*

- b) that animals including humans, move, feed, grow, and use their senses and reproduce.

*Humans and Other Animals -*

- a) to recognise and compare the main external parts of the bodies of humans
- f) that humans and animals can reproduce offspring and these grow into adults.

*Variation and classification*

- a) to recognise similarities and differences between themselves and others and treat others with sensitivity.

#### Key Stage 2

Children are taught:-

*Life Processes-*

- a) that the life processes common to humans and other animals include nutrition, movement, growth and reproduction.

*Humans and Other Animals-*

- f) about the main stages of the human life cycle.

*Panshanger Primary School  
Governors' Effectiveness Committee  
March 2012*