

## Sex and Relationships Education Policy

### 1. Introduction:

Our school's sex and relationships education policy is based on the DfEE guidance document, Sex and Relationship Education Guidance (ref: DfEE 0116/2000). In this document 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.'

Sex and relationships education is part of the personal, social, health and citizenship education (PSHCE) curriculum in our school. While we use sex and relationships 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. We do not use sex and relationships education as means of promoting any form of sexual orientation.

Sex and relationships education aims to prepare young people for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour
- Be aware of their sexuality and understand human sexuality
- Understand the arguments for delaying sexual activity
- Understand the reasons for having protected sex

In accordance with government guidance (The Learning and Skills Act, 2000) we want to make sure that young people: Learn about the nature of marriage and its importance for family life and the bringing up of children; and are protected from teaching and materials which are inappropriate having regard to the age and religious and cultural backgrounds of the pupils concerned.

The sex and relationship education programme at our school will:

- Provide information which is easy to understand and relevant and appropriate to the age and maturity of the pupils
- Include the development of communication and social skills
- Encourage the exploration and clarification of values and attitudes
- Sex and relationships education will be taught in the context of relationships. Topics and themes will be repeated from year to year in greater depth taking account of the pupil's development and the spiritual curriculum content.

### 2. Aims and Objectives:

We aim to:

- Create a stimulating and attractive environment, which supports learning
- Provide access to a broad and balanced curriculum, which offers pace, challenge, continuity and progression
- Encourage children in their learning through active participation, differentiated teaching, effective assessment, feedback and target setting
- Extend pupils fully by encouraging perseverance and aiming for maximum success in all things
- Support pupils in developing a sense of right and wrong through example and a school code of conduct
- Celebrate pupils success and share it within the school and the wider community
- Ensure equality of opportunity underpins everything we do. Develop a sense of community where all pupils, parents, staff and others feel valued and respected

At different stages in the school experience, and at age appropriate times, 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
- Sexual abuse and what they should do if they are worried about any sexual matters

### 3. Roles and Responsibilities:

The role of parents/carers:

The school believes that the primary role in children's sex and relationships education lies with the parents and carers. We wish to build a positive and supporting relationship with the parents/carers of the children at our school through mutual understanding, trust and cooperation. In promoting this objective we:

- Inform parents/carers about the school's sex and relationships education policy and practice
- Answer any questions that parents/carers may have about the sex and relationships education of their child
- Take seriously any issue that parents/carers raise with teachers or governors about this policy or the arrangements for sex and relationships education in the school
- Encourage parents/carers to be involved in reviewing the school policy and making modifications to it as necessary
- Inform parents/carers about the best practice known with regard to sex and relationships education, so that the teaching in school supports the key messages that parents/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 body and their increasing responsibilities

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. If a parent/carer wishes their child to be withdrawn from the 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/carers 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 and relationships education programme. Other people we call on may include local clergy, social workers and youth workers.

#### The role of teachers

All teachers provide learning and teaching opportunities that are age appropriate and in line with this policy.

If a pupil asks a question about what they have seen or heard outside the school on television or through friends, then the teacher will use their professional judgement as to the appropriate way to deal with this question. Usually the teacher will say that this question is something they should discuss with their parents.

Sometimes when teachers are referring to families, pupils may mention that some children have none or two fathers or none or two mothers. Teachers should not make a child feel that his or her family situation is not valid.

There is no teaching or promoting of homosexuality. In terms of bullying the word 'gay' is often used to make fun or belittle other pupils. Teachers are advised to treat this situation as they would any incident of bullying or name calling. There are a variety of laws that young people will be expected to adhere to later in life that outlaw the use of derogatory language against minority groups. (For further information see the Anti-Bullying Policy)

Teachers conduct sex and relationship 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. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the head teacher. The head teacher will then deal with the matter in consultation with health care professionals and the child protection procedures.

#### The role of the head teacher

It is the responsibility of the head teacher to ensure that both staff and parents/carers are informed about our sex and relationships 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 effectively and handle any difficult issues with sensitivity.

The head teacher liaises with external agencies regarding the school sex and relationships 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.

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

#### 4. Implementation:

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

- Sex and relationships education should be taught in the context of marriage and family life
- Sex and relationships 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 up positive relationships with others, involving trust and respect
- Children need to learn the importance of self-control

We participate in the National Healthy School Standard scheme, which promotes health education. As participants in this scheme we:

- Consult with parents/carers on all matters of health education policy
- Train all our teachers to teach sex and relationships education
- Listen to views of the children in our school regarding sex and relationships education
- Look positively at any local initiatives that support us in providing the best sex and relationships education teaching programme that we can devise

We teach sex and relationships education through different aspects of the curriculum. While we carry out the main sex and relationships education teaching in our personal, social, health and citizenship education (PSHCE) curriculum, we also teach some sex and relationships education through other subject areas (e.g. science and PE), 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. We teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty, e.g. we tell boys that their voices will change and we explain to the girls about menstruation. We encourage the children to ask for help if they need it.

In science lessons (which we follow the statutory requirements of the National Curriculum) teachers inform children about puberty, the human life cycle and how a baby is born. In key stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce (at an age-appropriate level), 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 life processes and the main stages of the human life cycle on greater depth.

In year 5 and 6 we place a particular emphasis on health education, as many children 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 their 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.

We arrange a meeting for all parents and carers of children in year 5 and 6 to discuss this particular programme of lessons, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching.

#### 5. Inclusion:

Gainsborough Primary School aims to be responsive to all aspects of diversity and to increase the learning and participation of all pupils within the school and its locality. We have inclusive values which are shared between all staff, pupils, governors, parents/carers and the wider community, in a secure, accepting, collaborative and stimulating environment. Everyone is valued and diversity is seen as a rich resource to enhance and support the learning of all.

This inclusive culture is reflected in all school policies and practices. We ensure that classroom and extra-curricular activities encourage participation of all pupils, drawing on their knowledge and experience outside school. Teaching and support are integrated together, enabling all pupils to overcome barriers to learning and participate fully in school life.

Inclusion is achieved through analysis and assessment of children's needs, by monitoring the quality of teaching and the standards of pupils' achievements and by setting targets for improvement. Learning for all children is given equal priority and available resources are used to maximum effect.

#### Disability Equality Scheme:

Gainsborough Primary School is committed to include the views and needs of pupils, staff, parents/carers and members of the public within our Disability Equality Scheme. The scheme embodies good practice and aims at eliminating discrimination against disabled people within the school community.

We have a commitment and obligation to work and consult with all stakeholders in identifying barriers within our school for disabled people; eliminating and reducing these barriers by the implementation of an action plan which informs and is embedded in our whole school Disability Equality Scheme. The consultation process has been the corner stone in assisting our school in recognising its general duty to promote disability equality. Therefore, transparency, consultation and active engagement lie at the heart of this scheme.

Gainsborough Primary school welcomes its general responsibilities under the new disability Equality Duty to having due regard to the need to:

- Promote equality of opportunity between disabled and non-disabled people;
- Eliminate discrimination that is unlawful under the Disability Discrimination Act;
- Eliminate harassments of disabled persons that is related to their impairments;
- Promote positive attitudes towards disabled people;
- Encourage participation by disabled people in public life; and
- Take steps to take account of a disabled person's impairments, even where that involves treating the disabled person more favourably than other people.

The scheme sets out the steps that the governing body takes to ensure improved outcomes for disabled pupils, parents/carers and staff in all aspects of the school life. A representative steering group has been set up to develop and monitor the scheme.

#### 6. Assessment, Recording and Reporting:

Teachers are responsible for recording children's knowledge, understanding and skills across the curriculum.

Parents and carers are informed of progress in termly meetings and within the annual report.

#### 7. Resources:

Resources are updated as needed and in line with advice from the Local Authority advisors and Local Health Authority professionals supporting the work in school.

#### 8. Monitoring, Review and Evaluation:

The curriculum committee of the governing body monitors our sex and relationships education policy every two years. This committee reports its findings and recommendations to the full governing body, as necessary, if this policy needs modification. The curriculum committee gives serious consideration to any comments from parents/carers about the sex and relationships education programme, and makes a record of such comments. Governors require the head teacher to keep a written record, giving details of the content and delivery of the sex and relationships education programme that we teach in our school.

Updated: Summer 2016

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