



## Sex and Relationships Education (SRE) Policy

### Introduction

- 1.1 Sex and relationships education at Holt House and Carterknowle is seen as part of the natural process of children discovering about themselves, others and the world around them.
- 1.2 We define sex education as 'learning about physical, moral and emotional development. It is about the importance of committed relationships for family life, what makes a stable and loving relationship, respect, love and care. Sex education is part of the personal, social and health education curriculum in our school. While we use sex education to inform children about sexual issues in an age appropriate way, 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 education as a means of promoting any form of sexual orientation.

### 2 Aims and objectives

- 2.1 We teach children, to an age appropriate level, 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
  - respecting the views of other people
  - what they should do if they are worried about any sexual matters.
- 2.2 We will therefore:
  - Create a caring and secure environment in which children feel confident to ask questions and raise issues.
  - Ensure that children's questions are answered in a sensitive, truthful and sensible manner.
  - Ensure that adequate resources are available to allow children to follow up questions and interest.
  - The school will take an active role to ensure that all children experience curriculum activities that will stimulate and initiate discovery about themselves and the world, through such activities as:
    - a) Visits eg farms, Crucial Crew
    - b) Incubation of eggs and watching educational films such as the birth of young animals.
    - c) A study of themselves, how they change and grow through their lives.
    - d) Work on babies and the love and care involved.
    - e) Access to appropriate resources which include visitors, DVDs, books and personal care products.

### **3 Context**

3.1 We teach sex education in the context of our school's curriculum aims (see curriculum policy). While sex 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 education in the belief that:

- sex education should be taught in the context of family life;
- sex education is part of a wider social, personal, spiritual and moral education process and is taught as part of the PSHE (personal, social and health education) curriculum;
- children should be taught to have respect for their own and others bodies and that others should respect them;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity; eg legal age of consent
- it is important to build positive relationships with others, involving trust and respect.

### **4 Organisation**

4.1 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 (PSHE) curriculum, we also teach some sex education through other subject areas (for example, 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.

4.2 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 talk about the ways we change as we grow up.

4.3 In science lessons 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 differences between people and how to show respect for each other.

### **5 The role of parents and carers**

5.1 The school is very 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 and carers about the school's SRE education policy and practice;
- consult with parents and carers on all matters of SRE policy and practice;
- answer any questions that parents and carers may have about the sex and relationships education of their child;
- take seriously any issue that parents and carers raise with teachers or governors about this policy or the arrangements for sex and relationships education in the school;
- encourage parents and carers to be involved in reviewing the school policy and making modifications to it as necessary;
- inform parents and carers 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 body and their increasing responsibilities.

5.2 Parents and carers 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 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.

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

6.1 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. Other people that we call on include the MAST (multi-agency support) team.

## **7 Confidentiality**

7.1 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. 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 headteacher. The headteacher will then deal with the matter in consultation with health care professionals. (See also Child Protection Policy)

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

8.1 It is the responsibility of the headteacher 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 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. This is done by:

- providing training to all our teachers in sex and relationships education;
- listening to the views of the children in our school regarding sex and relationships education;
- looking positively at any local initiatives that support us in providing the best sex and relationships education teaching programme that we can devise.

8.2 The headteacher 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.

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

## **9 Monitoring and review**

9.1 The Equality and Standards Committee of the governing body monitors our sex and relationships education policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the sex and relationships education programme, and makes a record of all such comments. Planning is kept, giving details of the content and delivery of the sex and relationships education programme that we teach in our school.

## **Appendix**

Curriculum Overview:

EYFS: home corner role play area, families, babies and baby animals.

Year 1: Living and non-living things; male and female; parts of the body (including one scientific name of a male reproductive part and one scientific name of a female reproductive part)

Year 2: Life cycles of animals and humans; names of parts of the body (including more of the scientific names of male and female reproductive parts).

Year 3: Feelings, choices, families, friends, how we stay alive.

Year 4: Names of parts of the body (including diagrams and scientific names of male and female reproductive parts); life cycles; gestation and healthy babies.

Year 5: Puberty and changes including 'boy talk' and 'girl talk'.

Year 6: How babies are made, including fertilisation and reproduction.