

Sex and Relationships Education Policy

1 Introduction and Rationale

1.1 We have based our school's sex and relationships education policy on the DfEE guidance document *Sex and Relationship Education Guidance*(ref DfEE 0116/200). In this document sex and relationships education is defined as "learning about physical, moral and emotional development". It is about understanding the importance of family life, stable and loving relationships, respect, love and care. Sex and relationships education is part of the personal, social health and citizen education curriculum in our school. We will teach within a framework of Christian values. Whilst we use sex and relationships education to inform children about relationship 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.

2 Aims and objectives

2.1 We teach children about:

- The physical development of their bodies as they grow into adults;
 - Respect for their own bodies.
- The importance of family life;
- Moral questions;
- Being aware of influences such as family, peers, culture, the community and the media;
- Respect for the views and feelings of other people;
- The skills needed to form and maintain positive relationships.

3 Context

We teach sex and relationships education in the context of the school's aims and its Christian ethos. While sex and relationship education in our school means that we give children information about 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 a positive and trusting atmosphere.

- 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.
- It is important to build positive relationships with others, involving trust and respect.
- Children need to learn the importance of self control.

4 The National Healthy School Standard

We have National Healthy School Status and as such promote health education. In line with this we:

- consult with parents and carers on all matters of health education policy
- train all our teachers to teach our pupils about sex and relationships
- listen to the views of the children
- look positively at any local initiatives that support us in providing the best sex and relationships education programme that we can devise.

5 Organisation

5.1 We teach sex 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 (PSHCE) curriculum, we also teach some sex and relationships education through other subject areas (for example, in science, PE and RE), 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.

5.2 In PSHCE, through our Rainbow SEAL lessons, we teach children about the importance of relationships. We teach about the parts of the body and how these work, and what will happen to their bodies during puberty.

5.3 In science lessons we teach children about how animals, including humans, move, feed, grow, 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 (Key Stage 1). In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

5.4 The Scheme of Work we use is supported by Dorset County Council and taught in most County Schools. The supporting DVD "Living and Growing" is made available for parents to view.

6 The role of parents

6.1 The school is well 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 about the school's sex education policy and practice;
- Answer any questions that parents may have about the sex and relationships education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex and relationships education in the school;

- Encourage parents to be involved in reviewing the school policy and making modifications to it as necessary.
- Inform parents about the best practice known with regard to sex and relationships 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..

6.2 Parents and carers have the right to withdraw their child from all or part of the sex education programme that we teach in Year 6. If a parent wishes their child to be withdrawn from sex and relationships lessons, they should discuss this with the Headteacher, and make it clear which aspects of the programme they do not want their child to participate in. The school always complies with the wishes of parents in this regard.

7 The role of other members of the community

7.1 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 local clergy, social workers and youth workers.

8 Confidentiality and safeguarding children procedures

8.1 Teachers conduct sex and relationships 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 he/she may have been a victim of abuse. If the teachers have concerns, they will draw their concerns to the attention of the Headteacher and/or the designated teacher for child protection and safeguarding (Ms Bell). The headteacher will then deal with the matter in consultation with health care professionals. (See also Child Protection Policy.)

9 The role of the Headteacher

9.1 It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our sex and relationships 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.

9.2 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.

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

10 Monitoring and review

10.1 The SRE policy has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

Anti-Bullying Policy

Behaviour Policy

Confidentiality Policy

Drugs Education Policy

Equal Opportunities Policy

Health and Safety Policy

ICT Policy and Safe Internet Use Policy

Inclusion Policy

PSHE and Citizenship Policy

RE Policy

Safeguarding/Child Protection Policy

SMSC Policy

Special Educational Needs Policy

Signed:

Date:

Date of review