

# **Pensans CP School**



## **SEX & RELATIONSHIPS EDUCATION POLICY**

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## **Sex & Relationship Education Policy**

### **1 Introduction**

**1.1** We have based our school's sex education policy on the DfEE guidance document 'Sex and Relationship Education Guidance' (ref DfEE 0116/2000). In this document, sex education is defined as 'lifelong learning about physical, moral and emotional development. It is about understanding the importance of stable and loving relationships, marriage for family life, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.'

The guidance states that SRE should be firmly rooted in the framework of Personal Social and Health Education (PSHE). Sex education is part of the PSHE curriculum in our school. While we use sex 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 education as a means of promoting any form of sexual orientation.

### **2 Aims and objectives**

**2.1** To teach children about:

\*personal hygiene

- 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;
- sex abuse and what they should do if they are worried about any sexual matters.

### **3 Context**

**3.1** We teach sex education 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 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 committed relationships 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;

#### **4 The National Healthy School Standard**

**4.1** We are currently working towards the National Healthy Schools Award, which promotes health education. As participants in this scheme we will:

- consult with parents on matters of health education policy;
- listen to the views of the children in our school regarding sex education;
- look positively at any local initiatives that support us in providing the best sex education teaching 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 education teaching in our PSHE curriculum, we also teach some sex education through other subject areas (e.g. science), 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 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 them what will happen to their bodies during puberty. For example, we tell the boys that their voices will change during puberty and we explain to the girls about menstruation. We encourage the children to ask for help if they need it.

**5.3** The school is part of, and has been trained to use, Christopher Winters resources for the delivery of SRE. The class teacher is responsible for teaching SRE within their own class. Ground rules for SRE lessons are clearly established and are consistent with those used during normal circle times PHSE lessons.

In Foundation and Key Stage 1 we teach children that animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body, including the correct names for body parts. Children learn to appreciate the differences between people and how to show respect for each other.

By the time children leave Pensans School they will be informed in PHSE and/or science lessons about puberty and how a baby is born. For this aspect of the school's teaching, we follow the guidance material in the national scheme of work for science as well as resources from the Christopher Winters Project. At the present time, the specific programme for sex education in Year 6 is delivered using the Channel Four teaching programme, Living and Growing. The DVD covers the following:

- \*Differences which introduces children to life cycles, explores the difference between male and female.
- \*How did I get here? which explains how a baby develops inside its mother's womb and that both male and female sex parts are needed to make a baby.
- \*Changes which introduces the children to the physical and emotional changes that occur during puberty.
- \*How babies are made which explains how babies are made and explores the idea of relationships, including friendships, parent-child and family relationships and adult sexual relationships.

\*How babies are born which explains how babies develop in the womb during pregnancy and how babies are born.

\*Girl talk which considers the physical and emotional changes that take place as girls go through puberty, to address the concerns and worries of young women.

\*Boy talk which considers the physical and emotional changes that take place as boys go through puberty, to address the concerns and worries of young men.

\*Feelings – partway through this session, the children are separated boys/girls to talk about their particular body changes, worries and feelings. Girls are shown sanitary towels and school facilities are discussed.

## **6 The role of parents**

**6.1** The school is well aware that the primary role in children's sex 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 cooperation. 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 education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or 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 body and their increasing responsibilities.

**6.2** 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 headteacher, 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.

## **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.

## **8 Confidentiality**

**8.1** Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. 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.)

## **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 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 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.

## **10 Monitoring and review**

**10.1** The PSHE Coordinator monitors our SRE policy on an annual basis. They offer support to staff regarding the teaching of SRE and address any issues parents may have with the delivery of SRE.