



**Burnham on Crouch  
Primary School**

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# Sex and Relationship Education Policy

Staff consulted: Summer 2016

Ratified by the Governing Body: Summer 2016

Review Date: Summer 2019

# **Sex and Relationship Education Policy**

## **Introduction**

We have based our school's sex and relationship education policy on the DFE guidance document Sex and Relationship Education Guidance (ref DFE 0116/2000) and the supplementary advice issued (In this document, sex education is defined as 'learning about physical, moral and emotional development. It is about understanding the importance of stable and loving relationships, marriage and family life, respect, love and care. Sex and relationship education is part of the personal, social and health education and citizenship 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.

## **Aims and objectives**

We teach children about:

- The physical development of their bodies as they grow into adults;
- The way human's 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.

## **Contexts**

We teach sex and relationship 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 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;

## **The National Healthy School Standard**

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

- 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.

## **Organisation**

We teach sex and relationship 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 (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.

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.

In science lessons in Year 5 and 6, teachers inform children 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. 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. 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 in greater depth.

In Year 5 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 conceived, 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.

Parents are informed when discrete puberty or sex education lessons will take place and are given the option to view resources or discuss the content before their child participates in the lesson.

## **The role of parents**

The school is well aware that the primary role in children's sex and relationship 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:

- Consult and 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.

Parents have the right to withdraw their child from all or part of the sex and relationship 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.

## **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 work with us to provide a puberty lessons unit to pupils in Year 5.

## **Confidentiality**

Teachers conduct sex and relationship 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 or Child and Family Support Worker. They 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 our sex and relationship 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 review**

The SENCO monitors our sex and relationship education policy on an annual basis. They then report their findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Inclusion Leader gives serious consideration to any comments from parents about the sex education programme.

This policy will be reviewed every three years or earlier if necessary.