

Lanesfield Primary School



Sex and Relationship Education Policy 2020

Review Date: September 2021

Sex and Relationships Education Policy

Introduction

We have based our school's sex education policy on the DfE guidance document Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019). This document highlights the importance of learning about physical, moral and emotional development. There is a vital focus on learning about relationships in different families, and what positive relationships look like as well as learning the skills needed to form healthy, respectful relationships in all contexts. It is also about the teaching of sex, sexuality, and sexual health. Sex and Relationships education is part of the personal, social and health education 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 a means of promoting any form of sexual orientation.

Aims and objectives

We teach children about:

- 🏡 the importance of healthy relationships
- 🏡 how to build positive relationships
- 🏡 the importance of family life
- 🏡 how to recognise when relationships are making them feel unsafe and how to seek help
- 🏡 respect for others and different types of families
- 🏡 recognising the value of marriage
- 🏡 how to stay safe online including how information is used and shared online
- 🏡 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;
- 🏡 moral questions
- 🏡 identifying the difference between appropriate and inappropriate physical contact
- 🏡 how to report feelings of being unsafe
- 🏡 how to report concerns or abuse and if they are worried about any sexual matters

Context

We teach SRE in the context of the school's aims and values framework. While SRE 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 SRE in the belief that:

- 🏡 SRE should be taught in the context of stable relationships, marriage and family life;
- 🏡 SRE 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;
- 🏡 children need to learn the importance of self-control.

Coverage

We teach SRE through different aspects of the curriculum. While we carry out the main SRE teaching in our personal, social and health education (PSHE) curriculum, we also teach some SRE 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.

In PSHE most of the objectives for SRE will be covered in Summer term where both topics; Relationships and Changing me are delivered. We teach children about relationships, and we encourage children to discuss issues. In year 2 we discuss the physical differences between boys and girls and use the correct terminology for the parts of the body. In years 5 and 6, 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 about menstruation. We encourage the children to ask for help if they need it. Parents have the option of withdrawing children from these lessons.

In Year 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. The school Nurse works closely with year 6 phase leader to deliver SRE lessons in year 6. 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 (as stated earlier in this policy). The Wolverhampton Puberty Pack is a guide to be used in years 5 and 6.

We liaise with parents and carers of children in years 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 if they wish.

Coverage in Science

In Science teachers inform children about puberty and how a baby develops. For this aspect of the school's teaching, we follow the guidance material in the national scheme of work for science 2014 specific links to SRE are detailed below.

In Key Stage 1 we teach children to:

1. identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
2. notice that animals, including humans, have offspring which grow into adults

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 we teach children to:

1. describe the life process of reproduction in some plants and animals.
2. describe the changes as humans develop to old age.

The role of parents

The school is well aware that the primary role in children's SRE 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 SRE policy and practice
-  invite parents feedback on this policy through a questionnaire
-  inform parents on particular topics when they are being taught through our website or texts to individual classes
-  answer any questions that parents may have about the SRE of their child
-  take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for SRE in the school
-  encourage parents to be involved in reviewing the school policy and making modifications to it as necessary (this is discussed at year 6 parental consultations)
-  inform parents about the best practice known with regard to SRE, 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 SRE programme that we teach in our school except for the lessons that are delivered through the national curriculum for Science. If a parent wishes their child to be withdrawn from sex education or relationships education, 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 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 SRE programme. Other people that we call on include local clergy, social workers and youth workers.

Confidentiality

Teachers conduct SRE 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 (*See also Safe-Guarding Policy.*)

The role of the Head Teacher

It is the responsibility of the Head Teacher to ensure that both staff and parents are informed about our SRE 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. Our Head teacher along with Miss T Clifford Chapman (behaviour support worker) in school has successfully completed Child Sexual Exploitation – A course for School Designated Safeguarding Leads; as provided by the Local Authority CSE Coordinator (Sandeep Gill).

The Head Teacher liaises with external agencies regarding the school's SRE 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.

Monitoring and review

The SRE policy is delegated to Head teacher but is monitored by Curriculum Committee and the key link for this policy is **Mrs Budding** currently Co-Chair.

The Curriculum Committee gives serious consideration to any comments from parents about the SRE programme, and makes a record of all such comments. Governors require the Head Teacher to keep a record, giving details of the content and delivery of the SRE programme that we teach in our school.

Delegated to Head Teacher

Presented at Curriculum meeting: