



# Sex and Relationships Policy

*Maximum Effort for Maximum Achievement*

We have based our school's Sex and Relationships policy on the DfEE guidance document 'Sex and Relationship Education Guidance' (ref DfEE 0116/2000).

In this document, sex 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 education is part of the personal, social and health education curriculum taught 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.

Through teaching SRE, we ensure pupils are aware of the following:

- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views.
- The development of relationships, including sexual relationships, based on mutual consent, rather than coercion.
- The right not to be abused by other people or be taken advantage of.
- The right of people to follow their own sexuality, within legal parameters.

## **1 Aims and objectives**

- 1.1 We teach children about:
- The physical development of their bodies as they grow into adults;
  - Moral questions
  - Relationship issues
  - Respect for the views of other people

## **2 Context and Content**

- 2.1 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 behavior, we do this with an awareness of the moral code and values which underpin all our work in school. In particular, we believe that:

- Sex education should be taught in the context of loving 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

- 2.2 Children learn to appreciate the differences between people and how to show respect for each other. We teach about life processes and the main stages of the human life cycle. In Years 5 & 6 we place a particular emphasis on health education, as many children experience puberty at this age.

### 2.3 The taught curriculum

SRE has three main strands:

#### Attitudes and values

- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life, marriage and stable, loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas; and
- developing critical thinking as part of decision-making.

#### Personal and social skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- managing conflict; and
- learning how to recognise and avoid exploitation and abuse.

#### Knowledge and understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, personal hygiene at adolescence, emotions and relationships;

2.4 The health aspect covering puberty is primarily taught to Year 6 children in the Summer Term as part of the transition programme from KS2 to KS3. However, in the Summer Term of Year 5, girls are taught about menstruation as, based on the developmental rate of children, this is deemed to be more appropriate.

2.7 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 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.

2.8 Buttsbury Junior school has a duty to ensure that children with special educational needs and learning difficulties are properly included in sex and relationship education. Sex and relationship education should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives.

### 3 The role of parents

3.1 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 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 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.

3.2 Parents have the right to withdraw their child from all or part of the sex education programme that we teach. The DVD 'Busy Bodies' is shown to parents prior to viewing by Year 5 and Year 6 pupils. If a parent wishes their child to be withdrawn

from this part of the programme, they should discuss this with the Head teacher, and make it clear which aspects they do not wish their child to participate in. The school always complies with the wishes of parents in this regard. Parents are required to confirm this in writing.

#### **4 Confidentiality**

- 4.1 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 following protocols laid down in the child protection policy. 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 Child Protection Policy.

#### **5 The role of the Headteacher**

- 5.1 It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our SRE 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.

#### **Monitoring and Review**

The Curriculum Committee of the Governing Body regularly monitors this policy.

The committee take seriously any comments made by parents about the programme and keeps records of all comments.

Policy Date: Autumn 2016

Review Date: Autumn 2019