



Devonshire Primary Academy Sex and Relationships Education Policy



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Adopted by Governors/HT: HT
Review period: 3 years
Last review date: February 2017
Person responsible for policy: Miss N Dean

Sex and Relationships Education Policy

1 Introduction

1.1 We have based our school’s sex education policy on the DCSF guidance document “Sex and Relationship Education Guidance” (ref DCSF 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 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.

2 Aims and objectives

2.1 We teach children about:

- the physical development of their bodies as they grow into adults;
- resisting peer pressure;
- resolving personal problems;
- respect for their own bodies;
- the importance of family life;
- moral questions;
- relationship issues;
- respect for the views of other people.

3 Context

3.1 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 their behaviour;
- it is important to build positive relationships with others, involving trust and respect;
- children need to learn the importance of self-control.

4 Organisation

4.1

We teach sex 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 (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.

4.2

In PSHE within years 5 and 6 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. We encourage the children to ask for help if they need it.

4.3

In science lessons in both key stages, teachers inform children about growth and change. For this aspect of the school's teaching, we follow the guidance material in the national scheme of work for science. In Key Stage 1 we teach children about how 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.

4.4

In Year 6 we place a particular emphasis on health education, as many children experience puberty at this age. 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.

5 The role of governors

5.1

The governing body has the responsibility of setting down these general guidelines on sex and relationships education. The governors will support the Headteacher in following these guidelines.

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 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;
- 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 (Education Act 1993). 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 Confidentiality

7.1

If a child makes a reference to being involved, or likely to be involved in sexual activity, then the member of staff will take the matter seriously and deal with it as a matter of child protection. Members of staff will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the member of staff will talk to the child as a matter of urgency. If the member of staff has concerns, they will draw their concerns to the attention of the Child Protection Officer. The CPO will then deal with the matter in consultation with health care professionals. (See also Child Protection Policy.)

8 Answering difficult questions

8.1

It is important to appreciate that SRE raises complex and emotive issues. Parents and staff should be aware that this subject may cause children to ask an explicit or difficult question. Staff will use their professional judgement when deciding how best to answer such questions and, where appropriate, this would be done in consultation and co-operation with parents. It is the Governors view that it is the responsibility of the parents to answer questions of an explicit nature. It is our intention that in the particularly sensitive areas of SRE, parents are given the opportunity to view the intended content and resources in advance. This will hopefully prepare parents for the type of difficult questions that may arise.

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 and the PSHCE coordinator will liaise with external agencies regarding the school sex education programme, and ensure 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

This policy will be reviewed every three years.

Note

This policy should be read in conjunction with the:
PSHE and Citizenship Policy,
Child Protection Policy
Emotional Health and Well-Being Policy
Health and Safety Policy.

Signed:

Date: February 2017