



Sex and Relationship Education (SRE) Policy

St Nicholas Priory C.E. V.A. Primary School

Introduction

St Nicholas Priory Junior School has pupils ranging from 7 to 11 years in mixed classes covering a wide range of abilities. The ethos of the school is based on Christian values, tradition, high expectations and respect.

The Governors and Staff of this school recognise that all pupil regardless of any social or learning disabilities are entitled to receive PSHE provision which contributes to their social, spiritual and cultural development. PSHE promotes pupils self-esteem and help to support their emotional development to enable them to form worthwhile relationships based on respect for themselves and for others.

Often children have misleading, confusing or incorrect information about the world around them and SRE will help children to make sense of this.

In this document, sex education is defined as 'learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health'. 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. 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 and mental 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.

Context

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 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, love and respect;
- Children need to learn the importance of self-control.

Organisation

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.), 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, teachers inform children 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. We teach about life processes of animals and the main stages of the human life cycle in greater depth. (See Science Policy)

In Years 5 and 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. 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 role of Parents

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;
- Inform parents about the practice of sex education so that the teaching in school supports the key messages that parents and carers give to children at home. We will always liaise with parents concerning the sex education curriculum and letters are sent out prior to any lessons being taught so parents can liaise with school as to what their children will be learning.
- Parents have the right to withdraw their child from all or part of the sex education programme that we teach during PSHE 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.

Confidentiality

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. 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.)

The role of the headteacher

It is the responsibility of the head teacher 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 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.

The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Monitoring and review

The Curriculum Committee of the governing body monitors our sex education policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments.

Sue Miller

March 2013 (reviewed December 2015)

Signed: James Wright Date: 22.05.13

(Chair of Governors) (Adopted)

