

**MARFLEET PRIMARY SCHOOL**  
**Sex and Relationships Education Policy**



*Effective sex and relationship education is essential* if young people are to make responsible and well informed decisions about their lives. It should not be delivered in isolation. It should be firmly routed within the framework for PSHE and the National Curriculum launched in September 1999, which lie at the heart of our policy to raise standards and expectations of all pupils.

## **1 Introduction**

**1.1** We have based our school's sex education policy on the DfE guidance document Sex and Relationship Education Guidance. 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 pupils about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows pupils to ask and explore moral questions. It is always at a level that suits their age and maturity and is supported by the school nurse. We do not use sex education as a means of promoting any form of sexual orientation.

## **2 Aims and objectives**

**2.1** We teach pupils about:

- 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;
- 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.

We seek to achieve this by having 3 main elements to our programme as outlined in 'Sex and Relationships Guidance' DfE (0116/2000)

### ***Attitudes and Values***

- learning to care about other people and being sensitive towards their needs and views;
- learning the importance of values, and individual conscience and moral considerations;
- accepting the differences between people and learning not to exploit them;
- learning the value of family life, marriage, and the importance of stable, loving and caring relationships for the nurture of children;
- learning the importance and responsibilities of the family unit for all its members;
- learning to respect oneself and others and being honest, loyal and trustworthy in relationships;

- learning to take responsibility for one's actions in all situations;
- 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;
- learning how to make well informed and responsible decisions about their lives and developing an appreciation of the consequences of the choices made;
- managing conflict;
- learning how to recognise and avoid exploitation and abuse.

### ***Knowledge and Understanding***

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, aspects of sexual health, emotions and relationships;

### **Context**

**3.1** While sex education in our school means that we give pupils 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;
- pupils should be taught to have respect for their own bodies;
- pupils 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;
- pupils need to learn the importance of self-control.

## **4 Organisation**

Meeting these objectives will require a graduated, age appropriate programme of sex and relationship education. Teaching methods need to take account of the developmental differences of pupils and the potential for discussion on a one to one basis or in small groups.

Programmes of work delivered by class teacher and supported by the school nurse team.

The programme will focus on boys as much as girls and this will be taught separately. It aims to be inclusive of all pupils.

Teaching approaches. Variety of strategies and delivery methods – whole class small groups/individual.

- 5.1 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) and SEAL (social, emotional aspects of learning) 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 pupil's knowledge and understanding of his or her own body, and how it is changing and developing.
- 5.2 In PSHE and SEAL we teach pupils about relationships, and we encourage pupils 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 pupils to ask for help if they need it.
- 5.3 This process begins in the Foundation Stage through the early learning goals: personal, Social and Emotion development. We follow the guidance material in the national scheme of work for science. In **Key Stage 1** we teach pupils about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Pupils 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.
- 5.4 In Year 6 we place a particular emphasis on health education, as many pupils experience puberty at this age. We liaise with the Local Health Authority about suitable teaching materials to use with our pupils 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 pupils (as stated earlier in this policy). (Main teaching of this is done in the Summer Term).
- 5.5 Normally, male and female pupils will be taught separately. However, when deemed appropriate, there may be occasions when pupils are taught in whole year groups.

We make the resources available for parents/carers. Parents/Carers are welcome to make any comments or discuss any issues that arise with a member of staff. The policy is available in school for any parent/carer to view.

### **Equal Opportunities**

Our Sex and Relationships Policy is inclusive of all students; they have an equal entitlement to good quality SRE. The programme will be delivered in line with the school's Equality Scheme within an atmosphere of mutual respect. The whole school community will support an approach which ensures that no individual will be discriminated against on grounds of gender, race, disability, religion or sexual orientation.

### **Specific Issues**

#### **Personal Beliefs**

The personal beliefs and attitudes of teachers will not influence their teaching of SRE.

## Language and Ground Rules in Lessons

All staff teaching SRE will set ground rules in their classes. For example:

- *no one (teacher or pupil) will have to answer a personal question*
- *no one will be forced to take part in a discussion*
- *the only language used will be easily understood and acceptable to everyone in the class*
- *only the correct names for body parts will be used*
- *meanings of words will be explained in a sensible and factual way.*

Students will be involved in the negotiation/setting of these rules. Distancing techniques will also help to avoid the inappropriate disclosure of information. These may include case studies, role play and speaking in the third person.

## Dealing with difficult questions

We have a variety of strategies for dealing with difficult questions. For example:

- if a question is too explicit or is inappropriate, the teacher will attend to it later, on an individual basis and a decision will be taken whether or not to inform the child's parents/carers;
- if a child makes a disclosure that causes the teacher concern then they should follow child protection procedures set out in the School's policy.

**5.6** Ongoing teacher assessment evidence is recorded on short term planning and assessment sheets for subjects

**5.7** Resources:- Variety of resources organised into Foundation Stage, Key Stage1 & Key Stage 2. e.g. videos, dvd's, books, worksheets etc.

## **6 The role of parents/carers**

**6.1** The school is committed to working in close partnership with parents/carers who are the key people in teaching their children about sex and relationships. We wish to build a positive and supporting relationship with the parents/carers of pupils at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents/carers about the school's sex education policy and practice;
- answer any questions that parents/carers may have about the sex education of their child;
- take seriously any issue that parents/carers raise with teachers or governors about this policy or the arrangements for sex education in the school;
- encourage parents/carers to be involved in reviewing the school policy and making modifications to it as necessary;
- inform parents/carers 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 pupils at home. We believe that, through this mutual exchange of knowledge and information, pupils will benefit from being given consistent messages about their changing body and their increasing responsibilities.

**6.2** Parent/Carers have the right to withdraw their child from all or part of the sex education programme that we teach in our school. If a parent/carer 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 parent/carer in this regard.

## 7 The role of other members of the community

**7.1** We encourage other valued members of the community to work with us to provide advice and support to the pupils 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 sex education programme. Other people that we call on include local clergy, social workers and youth workers.

## 8 Confidentiality

**8.1** Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a pupil 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 pupil indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the pupil as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Headteacher/Child Protection Coordinator, the Headteacher will then deal with the matter in consultation with health care professionals. (See also Child Protection Policy.)

## 9 The role of the Headteacher

**9.1** It is the responsibility of the Headteacher to ensure that both staff and parent/carers 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 liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with pupils on these issues are aware of the school policy, and that they work within this framework.

**9.3** The Headteacher and working party monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

## 10 Monitoring and review

Staff updated on training sessions on a regular basis.

**10.2** The Working party for PSHE and Citizenship monitors our sex education policy on an annual basis. This working party reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The working party gives serious consideration to any comments from parents/carers about the sex education programme, and makes a record of all such comments.