



SHINFIELD ST. MARY'S C.E. JUNIOR SCHOOL

Sex and Relationship Education Policy

Note: This policy should be read in conjunction with the Teaching and Learning Policy, the Curriculum Policy, and the Inclusion Policy.

Mission Statement

Everything we do in our school is driven by our values – those that have been determined by our community as representative of our Church of England School, as well as those that have been identified as quintessentially British by our government – tolerance, democracy, and the rule of law.

We believe everyone is precious in the sight of God and we value the individual gifts brought by each and every member of our community. At Shinfield, we include the following as our most important values, the greatest of which is love: creativity and collaboration, hope and honesty, inclusion and individuality, love and loyalty, determination, respect, enjoyment and nurture. The initial letters of our values spell out the word 'CHILDREN' – and this is what we're about – developing happy, well-educated and well-rounded young people, able to cope with the challenges of life in the global economy in the years to come.

Version Control

Agreed June 2011	Reviewed June 2012
February 2016 review	Significant changes made – to Section One
May 2016	Reviewed without changes
May 2018	Significant changes made, mainly to Section One
June 19	Slight changes to resources, and parents having an important role rather than being the primary educator.

1 Introduction

- 1.1 Sex and relationships education is taught exclusively in Year Six through the PSHE Curriculum in the context of loving and appropriate relationships. It follows on from aspects of both PSHE and Science: in Year Four as part of their work on Life Cycles, and in Year Five, on Puberty, through the unit called 'Our Changing Bodies.'
- 1.2 In this document, sex and relationships 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 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.

2 Aims and objectives

2.1 We teach children 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;

3 Context

3.1 We teach sex and relationships education in the context of the school's aims and values framework. While sex and relationships 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 and relationships education in the belief that:

- sex and relationships education should be taught in the context of loving relationships and family life;
- sex and relationships 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;

4 The National Healthy School Standard

4.1 We have participated in the National Healthy School Standard scheme, which promotes health education. As participants in this scheme we:

- consult with parents on all matters of health education policy;
- train all our teachers to teach sex and relationships education;
- listen to the views of the children in our school regarding sex and relationships education;
- look positively at any local initiatives that support us in providing the best sex and relationships education teaching programme that we can devise.

5 Organisation

5.1 We teach sex and relationships education through different aspects of the curriculum. While we carry out the main sex and relationships education teaching in our personal, social and health education (PSHE) curriculum, we also teach some sex and relationships 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 is₂changing and developing.

- 5.2 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.
- 5.3 In Science lessons, teachers inform children about puberty and 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 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 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). Time will be given for children to discuss issues and ask questions in some single sex sessions.
- 5.5 We arrange a meeting for all 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.

Resources

The school uses Proctor and Gamble's video 'Puberty' in Year Five. The School uses the resources from Coram Life Education, which includes a short video demonstrating the fertilisation of the egg, and the birth of a child, in Year Six.

6 The role of parents

6.1

The school believes that parents have an important role to play in the education of their child in matters of sex and relationships education. 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 and relationships education policy and practice;
- answer any questions that parents may have about the sex and relationships education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex and relationships education in the school;
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;

- inform parents about the best practice known with regard to sex and relationships education, 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.

6.2 Parents have the right to withdraw their child from all or part of the sex and relationship education programme that we teach in our school, apart from:

- the life processes common to humans and animals including nutrition, growth and reproduction.
- the main stages of the human life cycle.

If a parent wishes their child to be withdrawn from the specific sex and relationship 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.

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 children with regard to health education. In particular, the staff of the Coram Education and Life Education Bus can be called upon to support this aspect of our work. Other people who we might call upon include local clergy.

8 Confidentiality

8.1 Teachers conduct sex and relationships 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.).

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 and relationships 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 and relationships education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

- 9.3 The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.
- 10 Monitoring and review
 - 10.1 The Governing Body monitors our sex and relationships education policy on a regular basis. The Governing body gives serious consideration to any comments from parents about the sex and relationships education programme.

Learning Together Achieving Success

Reviewed June 2019