Blaenavon Heritage Voluntary Controlled Primary School



SEX & RELATIONSHIPS EDUCATION POLICY

Author: Mr Adam Cornes

Written: January 2014

Review: January 2019

Ratified: 10 April 2019

CoG:

INTRODUCTION
Blaenavon Heritage VC Primary School's policy on sex and relationships education is based on the DfES document **Sex and Relationships Education Guidance (DfES 0116/2000)**. We recognise Sex and Relationships Education as the policy's full title but, for brevity's sake, will refer in the rest of this policy simple to 'SRE'.

In the DfES document, sex education is defined as 'learning about physical, moral and emotional development'. The guidance states, "It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care". It recommends that an effective SRE is essential if young people are to make responsible, informed decisions about their lives. As a school, and in partnership with parents/carers, we have a key role in providing SRE.

Sex education is part of the personal, social and health education (PSE) curriculum in our school and this policy should be read in conjunction with the PSE policy.

AIMS AND OBJECTIVES
In Foundation Phase:
The 'Framework for Children's Learning for 3 to 7 year olds in Wales' indicates that, in the aspect of well-being, children should be given opportunities to develop their skills, knowledge and understanding through being involved in a range of experiences, including:

- Activities that allow them to feel safe and secure and feel that they are valued;
- Activities that contribute to their own safety;
- Activities that allow them to make healthy choices and to develop and understand their own bodies and how to keep them safe and healthy.

In Key Stage 2:
The revised framework, '*Personal and Social Education Framework for 7 to 19 year old in Wales'* indicates that, through the aspect of the health and emotional well-being, learners should be given opportunities to:

- Take increasing responsibility for keeping the mind and body safe and healthy;
- Feel positive about themselves and be sensitive towards the feelings of others, and to understand:
  - The reasons for the physical and emotional changes which take place at puberty, to include conception, pregnancy and birth;
  - The range of their own and others' feelings and emotions;
  - The importance of personal safety;
  - How to distinguish between appropriate and inappropriate touching;
  - What to do, or to whom to go, when feeling unsafe.

CONTEXT
We teach SRE with awareness of the moral code, and of the values which underpin all our work in school. In particular, we believe that:

- SRE should be taught in the context of marriage and family life;
- SRE is part of a wider process of social, personal, spiritual and moral education;
- 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.

ORGANISATION
We teach about SRE through different aspects of the curriculum. While we carry out the main SRE in our personal, social and health education (PSHE) curriculum, we also do some SRE through other subject areas (for example Science and PE), which we believe contribute significantly to children's knowledge and understanding of their own bodies and how they are 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 the children what will happen to their bodies during puberty. The school nurse works closely with the class teacher in the delivery of lessons linked to puberty and menstruation.

In the Foundation Phase, we teach children about how animals, including humans, move, feed, grow and their lifecycles. We also teach them about the main parts of the body. Children learn to appreciate the fact that people are not all the same and that we need to respect each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

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 children's 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.

Parents and carers of children in these classes are able (by making a prior appointment with any member of the Senior Management Team) to discuss this particular programme of lessons and how they are taught, and to see the materials the school uses in its teaching.

THE ROLE OF PARENTS
The school is well aware that the primary role in children's SRE lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and co-operation. To promote this objective we:

- Inform parents about the school's SRE policy and practice;
- Answer any questions that parents may have about the SRE of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for SRE 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 SRE, 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 bodies and their increasing responsibilities.

Parents have the right to withdraw their child from all, or part, of the SRE programme that we teach in our school. If a parent wishes their child to be withdrawn from SRE lessons, they should discuss this with the Head Teacher 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, including parents, to work with us to provide advice and support to the children with regard to health education, as SRE is an integral part of a planned programme of PSHE. Lessons are led by class teachers, and outside agencies are invited to contribute as appropriate. Much care and attention is given to integrating their input into a well-structured lesson prepared by the teacher. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our SRE programme.

CONFIDENTIALITY AND CHILD PROTECTION

Teachers conduct SRE lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference 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. They will not try to investigate, but will immediately inform the Senior Designated Person for child protection issues about their concerns. The Head Teacher will then deal with the matter in consultation with health care professionals (see also our policy on Safeguarding & Child Protection).

EQUAL OPPORTUNITIES

Class teachers aim to ensure all children can access all subjects at a level appropriate to their needs. Every effort will be made to represent men and women, boys and girls, different cultures, religious preferences, family types and abilities, in line with the Equalities Act 2010. The class teachers will take into consideration the varying needs, levels of maturity and abilities of pupils and provision will, therefore, be differentiated appropriately.

THE ROLE OF THE HEAD TEACHER

It is the responsibility of the Head Teacher to ensure that both staff and parents are informed about our Sex & Relationships 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 they can teach about SRE effectively and handle any difficult issues with sensitivity.

The Head Teacher liaises with external agencies regarding the school SRE programme and ensures that all adults who work with our children on these issues are aware of the school policy and work within its framework.

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

MONITORING/REVIEW

This policy will be reviewed annually.