



Sex and Relationships Education Policy

Governor Review Date	Summer 2017
Review Frequency	Annual
Date for Next Review	Summer 2018
Head Teacher Approval	
Governor Approval	

Introduction

At Caedmon Primary School, we follow the Sex and Relationships scheme "Lucinda and Godfrey". We have based our school's Sex and Relationships Education Policy (referred to as SRE throughout this policy document) on the DfES guidance document Sex and Relationship Education Guidance (ref DfES 0116/2000). 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.

This Policy must be read in conjunction with our Safeguarding/Child Protection & Equality Policy. In matters of interpretation, please refer to the Headteacher, whose decision is final.

Aims and objectives

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;
- sex abuse and what they should do if they are worried about any sexual matters.

Context

We teach sex education in the context of the school's aims and values framework. 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 love, respect and care, marriage, family commitment and family life, (family is a broad concept and includes a variety of types of family structure and acceptance of different approaches);
- 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 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;
- children need to learn the importance of self-control.
- it is an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.

Curriculum

We teach Sex and Relationships Education discretely. However, some relationship aspects are covered through our values curriculum, and some of the biological aspects are covered in Science. Most of the SRE content is taught during the second half of the year.

Resources for SRE are mainly kept in an individual class folder, and centrally by the PSHE leader. The curriculum is also saved on the school's computer system. The Class folders are returned to the PSHE leader annually.

We also teach 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 is changing and developing.

Linked with R.E, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

Since Sex and Relationships Education incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum, but through all aspects of school life including the playground. It is important then that all staff understand that they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

The role of parents

We are well aware that the primary role in children's SRE 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 SRE 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;
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- display Lucinda and Godfrey resources for perusal by parents and carers during our Healthy Minds and Bodies Weeks in the summer term and note their comments on the scheme.
- inform parents 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 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.

Parents 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 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 and will provide alternative activities for their child.

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 and Teenage Pregnancy Service, give us valuable support with our sex education programme.

Confidentiality

Teachers conduct SRE 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 the manner prescribed by local agreed Safeguarding Board Policies.

The role of the Headteacher

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our SRE 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.

The Headteacher and PSHE leader 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.

Monitoring and review

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

Every care has been taken in the compilation of this policy and the information provided is correct at the time of publication.

Any policies that have been referred to in this policy are available on the school website (www.caedmonprimaryschool.co.uk) or are available upon request from the school office. Written information that is normally provided by the school can be provided in alternative for

