



# Lyme Community Primary School

## Sex and Relationship Education (SRE) Policy



### Article 19

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

### Article 28

Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.

### Article 24

Every child has the right to the best possible health. Governments must work to provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this.

### Introduction:

Our school's policy on Sex and Relationship Education is based on the DfE document 'Sex and Relationship Education (SRE) Guidance' (DfE 0116/2000). In the DfE document (2000), SRE 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 is also about the teaching of sex, sexuality, and sexual health'.

SRE is part of the Personal, Social and Health Education (PSHE) curriculum in our school. When we inform our pupils through SRE about sexual issues, we do this with regard to morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use SRE as a means of promoting any form of sexual orientation.

Although, the teaching of SRE through the PSHE Curriculum is Non-Statutory (National Curriculum 2014) here at Lyme we see the value of teaching SRE so that students begin to develop their lifelong learning about their physical, moral and emotional development. The students will also develop their understanding of the importance of loving and caring relationships including those involving sex. From September 2019, teaching SRE as part of the PSHE curriculum will be statutory.

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

### **Context:**

We teach about sex in the context of the school's aims and values. While SRE in our school means that we give children information about sexual behaviour, we do this with awareness of the moral code and of the values which underpin all our work. We teach SRE on the understanding that:

- it is taught in the context of a loving relationship and family life;
- it 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;
- children need to learn the importance of self-control.

### **The National Healthy School Standards / Status**

We now participate in the National Healthy School Standards 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 about sex;
- \* listen to the views of the children in our school regarding SRE;
- \* look positively at any local initiatives that support us in providing the best SRE programme that we can devise.

### **Organisation:**

We teach 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 (e.g. 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. For example, we teach the children that boys' voices will change during puberty and we explain menstruation. We encourage the children to ask for help if they need it.

In science lessons, in both Key Stages, teachers inform children about puberty and how a baby is born. For this aspect of our teaching, we follow the guidance material in the national scheme of work for science. In Key Stage 1, we teach children about how animals, including humans, move, feed, grow and reproduce and 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.

SRE is taught by classroom teachers and if appropriate, outside visitors such as the school nurse. A range of teaching methods which involve children's full participation are used to teach SRE. These include use of video, discussion and looking at case studies.

SRE is usually delivered in mixed gender groups however; there may be occasions where single gender

groups are more appropriate and relevant. Resources to teach sex and relationship education include fiction, reference books, leaflets and extracts from videos.

As a school, we have subscribed to [www.fpa.org.uk](http://www.fpa.org.uk) to provide teachers with planning and resources for Sexual Relationships Education.

When teaching SRE 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 children's bodies change during puberty and what menstruation is. We always teach this with due regard for the emotional development of the children.

Before we begin this topic, we arrange a meeting for all parents and carers of children in Years 5 and 6 to discuss the programme of lessons, to explain what the issues are, and how they are taught, and to show 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 cooperation. To promote this objective, we:

- inform parents about the school's sex education 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 sex 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 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 headteacher, put their request in writing making 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.

### **Confidentiality:**

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 named person for child protection issues about their concerns. The headteacher will then deal with the matter in consultation with health care professionals (see also our policy on Child Protection).

### **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 about sex effectively and handle

any difficult issues with sensitivity.

The headteacher liaises with external agencies regarding the school's 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 headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

**Monitoring and review:**

The Standards and Quality Committee of the governing body monitors the impact of our SRE policy every three years. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The S&Q Committee gives serious consideration to any comments from parents about the SRE programme and makes a record of all such comments.

<b>Date of Policy:</b>	<b>January 2018</b>
<b>Date of Review:</b>	<b>September 2019 (changes to PSHE curriculum)</b>