



PENCOMBE  
C.E. SCHOOL

Pencombe C E Primary

# Relationships and Sex Education Policy

March 2019

Next Review Due: March 2020



**Policy Statement for Relationships and Sex Education at  
Pencombe C E Primary School  
March 2019**

## **Introduction**

We have based our school's sex and relationships policy on the DfES guidance document Sex and Relationship Education Guidance (ref DfES 0116/2000 and LEA Guidance) with reference to the document "SRE for the 21<sup>st</sup> Century". 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 (although we talk about all types of families), 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 science and PSHE 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. All issues surrounding PSHE are taught using a protective learning technique to ensure that pupils are not exposed to issues which they are not ready to handle. Using this technique, pupils are taught what to do and where to go if they ever feel unsafe or uncomfortable regarding sensitive topics and signposting to outside agencies is clearly encouraged.

## **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
- Sexting and social media
- The differences between boys and girls
- Communication

## **Context**

We teach relationships and sex education in the context of the school's aims and values. While relationships and 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 stable, loving relationships and family life, this now includes same sex relationships due to the recently changed marriage laws regarding same sex marriages
- 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 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

## **Organisation**

We teach relationships and sex education through different aspects of the curriculum. While we carry out the main sex education teaching in our PSHE and science lessons, we also teach some sex education through other subject areas, where appropriate.

In PSHE we teach children about relationships, and we encourage children to discuss issues. In science 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.

In science lessons in Key Stage 2 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. 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 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.

In Year 6 we place a particular emphasis on health education, as many children experience puberty at this age. 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. Contraception will only be mentioned in terms of preventing pregnancy. We always teach this with due regard for the emotional development of the children and religious views.

We give all parents and carers of children in Year 6 the opportunity to view the resources used in this programme of lessons, to explain what the issues are and how they are taught.

## **The role of parents**

The school is well aware that the primary role in children's sex education 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. We liaise with parents to ensure that home and school work as a team.

In promoting this objective we:

- inform parents about the school's sex education 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
- 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
- Ensure that all resources are available for parents to view at any time.

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 classteacher, 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 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. Other people that we may call on include local clergy, social workers and youth workers.

## **Confidentiality**

Teachers conduct sex 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 Designated Lead for Safeguarding, and the school's Child Protection Policy will be followed.

## **The role of the Headteacher**

It is the responsibility of the headteacher to ensure that both staff and parents are informed about sex and relationships 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 liaises with external agencies regarding the school sex 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.

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