



Sex and Relationship Education Policy

Our mission is to inspire, nurture and challenge every learner to reach their full potential.

Introduction

Our Sex and Relationship Policy is based on the DfE guidance document Sex and Relationship Education Guidance, published in 2000. It also takes into account advice from Sex Education Forum. Sex and relationship education is taught at Holbrook because it supports our core values and meets the staff and governor aspirations for the pupils as expressed in our aspiration statements.

Definition

Sex education is defined as 'learning about physical, moral and emotional development'. It is about understanding the importance of stable and loving relationships, marriage for family life, respect, love and care. Sex and relationship 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.

Aims and objectives

We seek to enable our pupils to:

- develop interpersonal and communication skills
- develop positive values and a moral framework that will guide their decisions and behaviour
- develop understanding of the value of marriage, stable relationships and family life as a positive environment for bringing up children
- respect themselves and others, their views, backgrounds, cultures and experiences
- develop loving, caring relationships based on mutual respect
- be able to name the parts of the body and understand the process of human reproduction
- understand the reasons for and benefits of delaying sexual activity
- be prepared for puberty and the emotional and physical effects of body changes
- understand the attitudes and skills needed to maintain their sexual health
- recognise and avoid exploitative relationships
- value, care for and respect their bodies
- access additional advice and support.

Content

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 and different types of family
- moral questions relating to relationship issues
- respect for the views of other people
- sex abuse and what they should do if they are worried about any sexual matters
- how to stay safe online

We teach sex and relationship education in the context of the school's values. While sex education in our school means that we give children clear 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 marriage, loving relationships and family life
- 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

Organisation

Sex and relationship education forms part of our wider PSHE curriculum but is also supported by other areas of the curriculum, e.g. awareness of bodies and body space in PE, life cycles in Science.

The main unit on sex and relationship education is taught in term six of both Year 5 and Year 6. Lessons cover puberty, sexual reproduction and types of relationship. We use film and video resources to support these lessons, produced by Channel 4 Education. At least one session in the series of lessons is single sex. A male member of staff takes the boys and the girls are taught by a female member of staff. All members of staff teaching these lessons are supported through training and advice from the senior leadership team. Where teachers feel less confident about teaching these lessons, lessons are conducted by the teacher with a senior colleague. The class teacher will always be involved with lessons to Y5 and Y6 pupils. Supply teachers will not be used for this programme.

Pupils in Years 5 and 6 are also taught to stay safe online as part of our e- safety responsibilities. A session with an e- safety expert is scheduled each year in Term One.

By the end of Key Stage 2, we ensure that both boys and girls know how babies are conceived, born, how their bodies change during puberty, what menstruation is, and how it affects women.

Sex and relationship education is a feature of all other year groups in less formal ways. Through our PSHE curriculum, and in other subjects, themes and issues are covered. This on-going work contributes to pupils' deeper understanding of the related themes. Work includes studying the human body, friendships and family life, celebrating difference, how animals reproduce, life cycles.

The context for sensitive discussions

We always teach sex education with due regard for the emotional development of the children. Teachers will answer all questions with sensitivity and care. If a pupil asks an inappropriate question she or he will be told why the question will not be answered. If a teacher is unable to answer a question immediately, a response will be given when possible. Pupils will have the opportunity to raise questions anonymously through a prepared question box for this purpose.

All children will be reminded of, and involved in the setting of, the ground rules before the lessons begin. All children will be expected to treat their peers with respect and each question or point raised should be listened to fairly.

To allow both boys and girls the opportunity to raise questions in a single sex environment, at least one session of the programme will be taught to single sex groups.

Sensitive Issues

Areas that may be addressed include:

Puberty- We will teach about puberty in Years 5 and 6. Younger children may be aware of puberty and we will answer their questions appropriately on an individual basis. We recognise the importance of ensuring that both boys and girls have a good understanding of puberty before they reach it. We will use single sex sessions to address particular needs, such as girls' practical need for information about managing periods.

Contraception- We recognise that many primary-aged children are aware of some forms of contraception and have begun to understand that adults do not only engage in sexual activity when they wish to reproduce. Children may ask direct questions about contraception, or may reveal knowledge (accurate or inaccurate) about contraception in discussion with adults or their peers. We address this issue directly in very broad terms as part of the taught SRE Curriculum. The learning will be set in the context of responsible parenting decisions. It will not include details regarding access to or application of contraception.

Sexually Transmitted Infections (STIs) and HIV/AIDS- We will not teach directly about STI's, however we will respond sensitively to questions posed by children. Teachers will use their professional judgement and guidance available to ensure their responses are factually correct and appropriate to the age of the child. Teachers will also acknowledge these questions and respond generally to factual enquiries on an individual basis, rather than in a whole class discussion.

Abortion- We recognise that some children might be aware of abortion and that they might be developing attitudes towards it. They may also ask questions about it. Adults in schools will acknowledge these questions and respond generally to factual enquiries on an individual basis, rather than in a whole class discussion.

Sexual Identity and Sexual Orientation- We understand our responsibility to ensure that SRE meets the needs of all our pupils. Whatever their developing sexuality, children must feel that SRE is relevant to them and sensitive to their needs. We will not teach directly about sexual orientation, but acknowledge that many children will be aware of both heterosexual and homosexual relationships and may ask questions about these. We will answer these questions factually, in a general way, seeking to challenge prejudice. We will discuss different family arrangements, including same sex partners, when considering relationships.

Gender Variance and Transgender- Throughout the school our work on gender roles and gender stereotypes seeks to include children who do not subscribe to gender norms. Our anti-bullying policy also directly addresses issues of transgender respect and tolerance. In this context, we will answer questions about transgender issues, if they arise, but we will not directly teach about these issues.

Pupils with Special Educational Needs- the SENCO will advise teachers on the appropriateness of the SRE curriculum for individual pupils and whether alternative provision is required. Where this is considered necessary, parents of the pupil(s) concerned will be informed.

Parental Involvement

We shall always arrange, in advance, a meeting for all parents and carers of children in Years 5 and 6 to discuss the particular programme of lessons, to explain what the issues are and how they are taught.

Parents will be offered the opportunity to see the materials the school uses in its teaching.

Parents have the right to withdraw their child from all or part of the sex and relationship education programme. 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 will comply with the wishes of parents in this regard.

The Governors will consult with parents, through the Annual Survey, about the continued need to provide specific SRE lessons for pupils in Year 5 and Year 6.

Monitoring

It is the responsibility of the headteacher to ensure that both staff and parents are informed about the sex and relationship 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.

The headteacher will liaise with external agencies regarding the school SRE 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. Teachers will feedback to the headteacher on the effectiveness of the lessons for meeting the needs of the pupils and will advise on any suggested amendments to this policy.

A report on the effectiveness of the SRE programme will be made by the headteacher to the governing body. This will form part of the headteacher's report in Term Six. This report will include any requests for amendments to this policy.

Safeguarding and Sex and Relationship Education

There may be occasions when an adult in a primary school believes that a child's question derives from a child's own sexual activity or contemplation of sexual activity. In this case, the adult will consult immediately with the designated teacher for child protection and follow the school's safeguarding procedures.

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