



## **Cliffe VC Primary School**

# **Sex and Relationships Education Policy**

<b>Date adopted</b>	26 <sup>th</sup> January 2016	<b>Responsibility</b>	<i>Full Governing Body</i>
<b>Date of next review</b>	<b>26<sup>th</sup> January 2019</b>	<b>Headteacher</b>	<i>Suzanne Hay</i>
		<b>Chair of Governors</b>	<i>Carole Middleton</i>

### **Background**

Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives. It should not be delivered in isolation. It should be firmly rooted within the framework for PSHCE and the National Curriculum, which lie at the heart of our policy to raise standards and expectations for all pupils.

The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHCE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

The PSHCE framework will help pupils develop the skills and understanding they need to live confident, healthy and independent lives. It will play an important role, alongside other aspects of the curriculum and school life, in helping pupils deal with difficult moral and social questions. The National Healthy School Standard will provide a useful and supportive framework for delivering sex and relationship education. Effective delivery of sex and relationship education is embedded in the success criteria of the Standard.

As part of sex and relationship education, pupils should be taught about the nature and importance of marriage for family life and bringing up children. It is recognised that there are strong and mutually supportive relationships outside marriage. Therefore pupils should learn the significance of marriage and stable relationships as key building blocks of community and society. Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances.

Pupils need also to be given accurate information and helped to develop skills to enable them to understand difference and respect themselves and others and for the purpose also of preventing and removing prejudice.

Sex and relationship education should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and of society and preparing pupils for the opportunities, responsibilities and experiences of adult life.

Effective sex and relationship education does not encourage early sexual experimentation. It should teach young people to understand and respect themselves and others. It enables young people to mature, to build up their confidence and self-esteem and understand the reasons for delaying sexual activity. It builds up knowledge and skills, which are particularly important today because of the many different and conflicting pressures on young people.

The role of a school's governing body and head teacher in the determination of a school's policy is crucial. The governing body, in consultation with parents, will be able to develop policies, which reflect the parents' wishes, and the community they serve.

### **What is sex and relationship education?**

It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. In Year 5 or 6 it is also about the teaching of how bodies develop, puberty and how babies are made. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

It has three main elements:

#### ***attitudes and values***

- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas; and
- developing critical thinking as part of decision-making.

#### ***personal and social skills***

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made
- managing conflict; and
- learning how to recognise and avoid exploitation and abuse.

### ***knowledge and understanding***

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the avoidance of unplanned pregnancy.
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; and

### **Specific issues when teaching sex and relationships education**

- Sensitive issues should be covered by a school policy
- Some teachers may need extra support and training in order to be able to deal with these issues confidently in the classroom
- Both boys and girls should be prepared for puberty
- Girls should be prepared for menstruation before their periods start

### **Sex and relationship education within PSHCE**

Within a primary school four basic themes are identified within the PSHCE curriculum.

- 1) Developing confidence and responsibility and making the most of pupils' abilities;
- 2) preparing to play an active role as citizens;
- 3) developing a healthier, safer life style; and
- 4) developing good relationships and respecting differences between people.

### **Definitions of sex and relationships education within National Curriculum Science**

#### Key Stage 1

- 1) That animals including humans, move, feed, grow, use their senses and reproduce
- 2) To recognise and compare the main external parts of the bodies of humans  
That humans and animals can reproduce offspring and these grow into adults
- 3) To recognise similarities and differences between themselves and others and treat others with sensitivity.

#### Key Stage 2

- 1) That the life processes common to humans and other animals include nutrition, growth and reproduction
- 2) About the main stages of the human life cycle.

At a primary school sex and relationships education should contribute to the foundation of PSHCE by ensuring that all children;

- develop confidence in talking, listening and thinking about feelings and relationships;
- are able to name parts of the body and describe how their bodies work;

- can protect themselves and ask for help and support; and
- are prepared for puberty.

At Cliffe VC Primary School sex and relationships education will be taught through the PHSCE and Science curriculum. The aspect of preparation for puberty will be taught as a discreet unit usually during Year 6; boys and girls will be taught separately by the staff, outside agencies will be used to support if this is deemed appropriate and necessary by the staff.

Great care will be taken to ensure that children are not put under pressure to participate in discussions; emphasis will be placed on the need of correct names for body parts; meanings of words and terms will be explained in an appropriate and factual way; no one will be forced to answer personal questions.

Questions raised by individual children, which the teacher feels to be inappropriate or too explicit for the whole class, will be acknowledged and dealt with on an individual basis at a later time. In this way the child will feel they have been treated with respect but the rest of the group will not have to experience inappropriate information.

Children will be given the opportunity to reflect on what they have learned, particularly with preparation for puberty, so they may form questions or raise perceived concerns of their own.

### **Parental rights and views**

Government research has shown that children want to receive their initial sex and relationships education from their parents, however, the teaching of certain areas might cause concern to some parents. Teachers have a responsibility to ensure the safety and welfare of the children and because they act in “Loco Parentis” parents of children at Cliffe VC Primary School can be assured that the personal beliefs and attitudes of the staff will not influence the teaching of sex and relationships education within the PSHE framework. All members of staff will work within the guidelines of this policy and within current legislation.

Parents have, of course, the right to withdraw their child from all or part of sex and relationships education. Any parent who wishes to do this can be assured that their request will be treated with discretion and confidentiality.

### **Confidentiality**

Schools cannot offer total confidentiality to pupils but as far as is possible we will ensure that information provided is treated carefully and sensitively. The provider of any information will always be told what use is being made of it and their consent sought

### **Monitoring and Review**

The member of staff responsible for managing PSHCE provides support and advice to other members of staff, monitors quality of teaching and is

responsible for evaluating and reviewing the programme and provision for PSHCE across the school.

S/he will also further staff development by providing opportunities for staff to update and extend their knowledge and expertise in PSHCE.