



# **Cowbit St Mary's Church of England Primary School**

## **Sex and Relationship Education Policy**

### **Introduction**

We have based our school's sex education policy on the DCSF guidance document Sex and Relationship Education Guidance (ref DfEE 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' (Latest information from DfE is this guidance is currently undergoing review)

Sex and Relationship Education is part of personal, social, health and citizenship education. It focuses on relationships, friendships, family life, marriage and partnerships, communication, safety, respect, trust and caring for others. Details about life cycles and reproduction are included in our Sex and Relationship Education and are generally addressed in the Science curriculum.

At the time of ratifying this policy, we are mindful that the government is engaged in a review of the teaching of sex and relationships education. It is our intention that, once the government has responded to the findings of the review, this policy shall be revised with the involvement of governors, parents, teachers and the Local Health Authority to take account of guidance in respect of best practice.

### **Aims and Objectives**

We aim to:

- Nurture a responsible attitude towards personal relationships and friendships including aspects of mutual respect, trust and care.
- Develop sensitivity towards the needs of others.
- Teach the children about the importance of family life.
- Teach the children about the physical development of their bodies as they grow into adults.
- Provide knowledge about life cycles of living things including humans.

- Encourage exploration of values and moral issues taking into account physical and moral risks associated with certain behaviour.
- Educate against discrimination and prejudice.
- Empower children to make choices about their safety and wellbeing and to recognise their responsibility for their actions.

## **Context**

We teach Sex and Relationship education in the context of the school's aims and values. In particular, we teach Sex and Relationship education in the belief that:

- It should be taught in the context of marriage and family life;
- It 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 their actions;
- It is important to build positive relationships with others, involving trust and respect;

## **Organisation and Approach**

We teach Sex and Relationship education through different aspects of the curriculum from Reception through to Year 6. The main Sex and Relationship education teaching is in our personal, social and health education (PSHE) curriculum. We also teach some Sex and Relationship 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.

Children will know that they are free to ask further questions and to discuss issues with their teacher. The teachers will answer children's questions in an open, factual and appropriate way but will not enter into discussions about personal issues. Governors and teachers are agreed that teachers will answer questions as long as they consider the child to be mature enough to ask the question. Teachers will also encourage the children to discuss questions with their parents.

## **Content**

The following statements outline our scheme of work for the teaching of Sex and Relationship education. They draw on the DCSF and other guidance on Sex and relationship education and reflect elements of the non-statutory framework for PSHE and Citizenship. Some statements are part of the National Curriculum Science requirements and have been marked\*

### **By the end of Key Stage One (Aged 7)**

Pupils will be able to:

- Recognise and compare the main external parts of the human body\*

- Recognise similarities and differences between themselves and others and treat others with sensitivity\*
- Identify and share their feelings with others
- Recognise safe and unsafe situations
- Identify and be able to talk with someone they trust
- Be aware that their feelings and actions have an impact on others
- Make a friend, talk with them and share feelings
- Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk

Pupils will know and understand:

- That animals, including humans, grow and reproduce\*
- That humans and animals can produce offspring that grow into adults\*
- The basic rules for keeping themselves safe and healthy
- About safe places for play and safe people to be with
- The needs of babies and young people
- Ways in which they are like and different from others
- That they have some control over their actions and bodies
- The names of the main external parts of the body including agreed names for the sexual parts
- Why families are special for caring and sharing

Pupils will have considered:

- Why families are special
- The similarities and differences between people
- How their feelings and actions have an impact on other people.

### **On leaving school (Aged 11)**

Pupils will be able to:

- Express opinions, for example, about relationships and bullying
- Listen to and support others
- Respect other viewpoints and beliefs
- Identify adults they can trust and whom to ask for help
- Recognise their value and to identify positive things about themselves
- Listen to and support friends
- Recognise peer pressure and know that they can say no

Pupils will know and understand:

- That life processes common to humans and other animals include growth and reproduction\*
- About the main stages of the human lifecycle\*
- How their body works and be prepared for puberty
- That their actions have consequences and be able to anticipate the results of them
- About different forms of bullying and feelings of both bullies and victims

- Why being different can provoke bullying and know why this is unacceptable

Pupils will have considered:

- The diversity of lifestyles
- Others' points of view, including their parents
- Why being different can provoke bullying and why this is unacceptable
- The diversity of values and custom in the school and in the community
- The need for trust in relationships.

This information is based on information published in "Sex and Relationships. A report from the Office of Her Majesty's Chief Inspector of Schools 2002"

### **The role of parents**

The school is well aware that the primary role in children's Sex and Relationship education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at Cowbit St Mary's through mutual understanding, trust and co-operation. In promoting this objective we answer any questions that parents may have about the Sex and Relationship education of their child. We also take seriously any issue that parents raise with teachers or governors about our policy or the arrangements for Sex and Relationship education in the school.

We believe that, through the exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

### **Inclusion/Difference and Diversity**

Sex and Relationships Education will meet the needs of all pupils, including those who may be vulnerable. We work in partnership with the SENCO and parents to ensure that all children experience a quality programme. We also consult with parents who may have different needs due to religious or cultural beliefs.

### **The role of other members of the community**

We encourage other 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 other health professionals, give us valuable support with our Sex and Relationship education programme.

### **Confidentiality**

Teachers conduct Sex and Relationship education lessons in a sensitive manner and in confidence. However, where any safeguarding concerns arise, the teacher

will report these to the Headteacher and the procedures outlined in our child protection policy will be engaged.

### **The role of the Headteacher**

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our 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 liaises with external agencies regarding the school Sex and Relationship 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.

### **Monitoring and review**

The governing body monitors our Sex and relationship education policy every two years. The governing body gives serious consideration to any comments from parents about the Sex and Relationship education programme, and makes a record of all such comments.

### **Review**

The Headteacher, staff and Governors will review this policy annually.

Approved by Governors December 2017

Signed Chair of Governors

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For review December 2018

