

# Ashmole Primary School



## PSHCE: Sex and Relationship Education

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**Date Created: January 2016**

Updated on:	Changes made / notes:

## **Sex and Relationships Education Policy**

### **Introduction**

Our school's policy on sex and relationship education is based on the DfES guidance 'Sex and Relationship Education Guidance' (DfES 0116/2000). We recognise 'Sex and Relationship Education' as the policy's full title, but, for brevity's sake, we will refer in the rest of this policy simply to 'SRE'.

### **A rationale for SRE:**

'A caring and developmental SRE programme needs to be more than just biology and the fundamentals of reproduction. Young People want reassurance about their body image, behaviour, feelings and relationships. They also need knowledge and skills appropriate to their level of maturity and developmental needs.'

They need to be given the opportunity 'to articulate their thoughts, doubts and anxieties within a safe and trusted environment in order that they can build the skills needed to make responsible decisions, communicate effectively and develop healthy and appropriate relationships.'

Central to the SRE programme is the growth of self-esteem and taking responsibility for oneself and one's own actions. The development of pupils' self-esteem is essential to an effective health education programme. If young people feel positive and good about themselves, they are more likely to take care of themselves, think positively of other people, and therefore, develop non-exploitative, caring relationships. They are also less likely to be exploited by others.'

(HMI 433 – Sex and Relationships)

### **AIMS OF THE SEX AND RELATIONSHIP EDUCATION PROGRAMME**

- To acknowledge and compliment the role of parents as key educators, to liaise with, and work in partnership with them.
- To enable children to develop feelings of self-respect, self-esteem self-confidence, sympathy and empathy.
- To provide clear and accurate information about the development of the human body in an open and frank way, gradually increasing age appropriate detail.
- To generate an atmosphere in which pupils can ask questions and discuss matters without embarrassment, knowing that they will be answered at a level appropriate to their development and understanding, and sensitive to the needs of everyone.
- To counteract misleading myths gained from the playground, peers, adults or media.
- To promote loving and caring relationships and the idea of mutual responsibilities within these relationships.
- To develop an understanding of other's beliefs, needs and feelings.
- To develop skills that will enable them to make informed choices both now and in the future.
- To provide information on agencies that can provide support on health related issues.

## **1. Organisation**

1.1 While we carry out SRE in our personal, social and health education (PSHE) curriculum, we also cover aspects of SRE through a discrete curriculum in other subject areas, e.g Science which we believe contribute significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.

2.2 In Year 6, we place a particular emphasis on health education, as we are keen to support them in their transition to secondary school. 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, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.

2.3 We may use members of the Local Health Authority, such as the school nurse, to work with us to provide advice and support to the children with regard to health education.

## **3 The role of parents**

3.1 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/carers of children at our school, through mutual understanding, trust and cooperation. To promote this, we:

- Inform parents about the school's SRE 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 SRE in the school;
- 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.
- Inform parents by letter as to when, in the academic year, the SRE topic will be delivered in PSHE lessons.

3.2 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.

3.3 Parents have the right to withdraw their child from those parts of the SRE programme that are additional to the science curriculum as outlined in section. If a parent wishes their child to be withdrawn from SRE lessons, they should inform the headteacher and class teacher in writing, and make it clear which aspects of the programme they do not wish their child to participate in.

#### **4 Confidentiality and Child Protection**

- 4.1 Teachers conduct SRE lessons in a sensitive manner. However, if a child makes a disclosure, then the teacher will consult with the child protection lead. The Headteacher will then deal with the matter in consultation with health care professionals (see also our policy on Child Protection).
- 4.2 Teachers cannot maintain confidentiality if they believe a pupil is at risk. This will also be made clear to the children at the start of their SRE sessions.

#### **5 The role of the headteacher**

- 5.1 It is the responsibility of the headteacher to ensure that both staff and parents/carers 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 deliver SRE effectively.
- 5.2 The headteacher liaises with external agencies regarding the schools 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.
- 5.3 The headteacher will report to governors, when requested, on the effectiveness of the policy.

#### **6 Monitoring and review**

- 6.1 The Curriculum Committee of the governing body monitors the impact of our SRE policy on an annual basis. This committee reports its findings and recommendations to the full governing body, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the SRE programme.
- 6.2 This policy will be reviewed every two years, or earlier if necessary.