



In God's love



Be watchful. Stand firm in your faith. Be strong. Be courageous. And let everything you do be done in love. 1 Corinthians 16: 13-14

Sex and Relationships Education (SRE) Policy

Introduction

Sex education is part of the Personal, Social and Health Education (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, individual and social responsibility, and in a way that allows children to ask and explore moral questions. It is about understanding the importance of stable and loving relationships, respect, love and care. It is also about the teaching of sexual relations, sexuality, sexual health and human reproduction. We aim to provide the guidance and information that will protect children as they move towards independence.

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 other people's, including the role of sexual activity as part of a committed, long term and loving relationship;
- the importance of family life and the long-term commitment of caring for children;
- their responsibilities to others, and of the consequences of sexual activity;
- challenging stereotypes and behaviour;
- moral questions;
- relationship issues;
- respect for the views of other people;
- sexual abuse and what children should do if they are worried about any sexual matters.

Context

We teach sex and relationship education in the context of the school's aims and values. While 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 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

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consequences of sexual activity;

- it is important to build positive relationships with others, involving trust and respect;

Organisation and Content of Sex Education

At Pattishall CE Primary school we recognise that sex education is a gradual process of understanding for children and that children of *any* age may express to their teachers concerns or queries relating to this area of knowledge. Teachers at our school do their best to respond to these individual questions with sensitivity, care and in a way that is wholly appropriate to the age and maturity of the child. Each year, prior to delivering the sex education course to Year 6, class teachers review the content of the existing course, updating and amending it as necessary.

We teach sex and relationship education through different aspects of the curriculum. In KS1 and Foundation Stage, mainly as part of science and PHSE, children are taught about their bodies, self-respect and respect for others and about human growth and change.

In Key Stage 2 we discuss relationships and we teach the main stages of the human life cycle in greater depth, preparing children for the changes to their bodies that will occur with puberty.

In Year 6 children are taught in greater detail about what will happen to both boys' and girls' bodies during puberty and about emotional changes that they may experience as they move towards adulthood and mature relationships.

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. We always teach this with due regard for the emotional development of the children.

We arrange a meeting for all parents and carers of children in Year 6 to discuss this particular programme of lessons, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching. We listen receptively to parents' views about the programme.

The Role of Parents

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. 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;
- encourage parents to attend the Year 6 meeting and to become involved in

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discussing the content of the Year 6 sex education course;

- take seriously any issue that parents raise with teachers or governors about this sex education policy or the arrangements for sex education in the school;
- 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.

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 head teacher, 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 Service professionals, such as the school nurse and other health professionals, give us valuable support with our sex education programme.

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 these to the attention of the Designated Safeguarding Lead. The matter will then be dealt with in accordance with the Child Protection and Safeguarding Policy.

The role of the Head teacher

It is the responsibility of the head teacher to ensure that both staff and parents are informed about our sex education policy, and that the policy is implemented effectively. It is also the head teacher'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 head teacher 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 head teacher monitors this policy on a regular basis and reports to governors, when

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requested, on the effectiveness of the policy.

Monitoring and review

The Attainment Committee of the governing body monitors our sex education policy on an annual basis. The Committee gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments. Governors may require the head teacher to report on the content and delivery of the sex education programme that we teach in our school.

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