



SEX & RELATIONSHIPS EDUCATION POLICY

**QUEEN BOUDICA
COMMUNITY PRIMARY SCHOOL**

Introduction

At Queen Boudica Primary School we recognise that effective sex and relationships education is essential if children (as they mature through adolescence into adulthood) are to make responsible and informed decisions about their lives. We acknowledge that sex and relationships education is no longer a statutory element of the National Curriculum (2014) for Key Stages One and Two. That said, our Sex and Relationships Education Programme is firmly rooted within the framework for Personal, Social, Health and Economic Education (PSHE Education) and linked to the National Curriculum. The DfEE guidelines ('Sex and Relationships Education Guidance' 2000) inform the contents and formulation of this policy.

Aims & Objectives

The key aim of sex and relationships education is to help and support young people through their physical, emotional and moral 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. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate in teaching. This has three main elements: attitudes and values; personal and social skills and knowledge and understanding. Evidence outlined in the DfEE guidelines explains that effective sex and relationships education does not encourage early sexual experimentation.

A successful programme, firmly embedded in PSHE Education, will help children learn to respect themselves and others, and move with confidence from childhood through adolescence into adulthood. Crucially, our policy is intended to reflect the wishes of our parents and the cultures of the community we serve. Moreover, our teaching is tailored to the age, also physical and emotional maturity of the children; hence, there is a graduated age appropriate programme of Sex and Relationships Education.

The objectives of our Sex and Relationships programme are that children learn about:

- the nature and importance of marriage and stable relationships for family life and bringing up children;
- naming parts of the body and describing how their bodies work;
- being prepared for puberty
- how a baby is born (as set out in the National Curriculum for Science);
- relationship issues (ie. developing confidence in talking, listening and thinking about feelings and relationships);
- respecting the views of other people;
- how to protect themselves and ask for help and support;

We teach Sex 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. We do not use sex education as a means of promoting any form of sexual orientation.

Organisation

We teach sex and relationships education through different aspects of the curriculum. While we carry out the main sex and relationships education teaching in our PSHE Education curriculum, we also teach some sex education through other subject areas (eg. 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.

In PSHE Education we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty. We encourage the children to ask for help if they need it. In addition, there are elements of the science National Curriculum that also link to sex education and these are part of the statutory curriculum (2014).

In Years 5&6, we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the School Nurse about suitable teaching materials to use with our children in these lessons. The School Nurse may also come in and deliver teaching sessions eg. on menstruation. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are 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 Years 5&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.

The Role of Parents

The primary role in children's sex education lies with parents and carers. We wish to build a positive and supportive relationship with the parents/carers of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school's Sex and Relationships Education Policy and practice;
- answer any questions that parents may have about this policy and programme of learning;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex and relationships education in the school;
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- work with parents to tackle homophobic bullying (see 'Anti-Bullying Policy');
- inform parents about the best practice known with regard to sex and relationships 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 and relationships education provided at the school except for those parts included in the statutory

curriculum. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Headteacher, making 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, health professionals (especially the School Nurse), have much to offer and give us valuable support with our sex and relationships education programme. Other people that we may call on include local clergy, social workers and youth workers. They will all abide by the school's policy.

Confidentiality

We have a clear and explicit confidentiality policy which is advertised to children, staff, parents/carers and visitors. Teachers cannot offer or guarantee children unconditional confidentiality. Teachers conduct sex and relationships 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 with the child as a matter of urgency. The Headteacher (Designated Person for Safeguarding) will then deal with the matter (see 'Child Protection Policy'.)

The Role of the Headteacher

It is the responsibility of the headteacher to ensure that both staff and parents are informed about this policy, and that the policy is implemented effectively. The Headteacher liaises with external agencies regarding the school's Sex and Relationships 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.

Monitoring and Review

The Governing Body, in consultation with parents, is involved in developing this policy, which reflects, the parents' wishes and the community they serve. The Curriculum and Pupil Related Matters Committee of the Governing Body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full Governing Body, as necessary.