



Castle View Primary School Sex and Relationships Education Policy

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1 Introduction

We have based our school's Sex and Relationships Education (SRE) policy on the DfEE guidance document Sex and Relationship Education Guidance (ref DfEE 0116/2000). In this document, SRE is defined as 'learning about physical, moral and emotional development. It is about understanding the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health'.

SRE is part of the personal, social and health education curriculum in our school. While we use SRE to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use SRE as a means of promoting any form of sexual orientation. Occasionally girls and boys will work in separate groups, e.g. when girls look in detail at personal hygiene related to menstruation.

SRE has the following three elements:

Knowledge and understanding

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, sexual health, emotions and relationships.

Attitudes and values

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of a stable and loving relationship for the nurture of children.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views.

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.
- Learning how to recognise and avoid exploitation and abuse.

The schools approach to SRE consists of:

1. SRE is contained within our PSHE programme and our Science curriculum.
2. Pastoral support for pupils who experience difficulties.

2 Context

2.1 We teach SRE in the context of the school's aims and values framework. While SRE 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 SRE in the belief that:

- SRE should be taught in the context of a long term relationship and family life;
- SRE 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 sexual activity;
- it is important to build positive relationships with others, involving trust and respect;

3 Organisation

3.1 We teach SRE through different aspects of the curriculum. While we carry out the main SRE teaching in our personal, social and health education (PSHE) curriculum, we also teach some SRE through other subject areas (for example, science), 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.

3.2 In PSHE 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. For example, we tell the boys that their voices will change during puberty and we explain to the girls about menstruation. We encourage the children to ask for help if they need it.

3.3 In science lessons in both key stages, teachers inform children about puberty and how a baby is born. For this aspect of the school's teaching, we follow the guidance material in the national scheme of work for science. In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

3.4 In Year 5/6 we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons. The majority of lessons are lead by the School Nurse. Teachers do their best to support school nurse and 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 (as stated earlier in this policy).

3.5 We arrange a meeting time for all parents and carers of children 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.

4 The role of parents

4.1 The school is well aware that the primary role in children's SRE 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 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 the arrangements for SRE in the school;
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- 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. 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.

4.2 Parents have the right to withdraw their child from all or part of the SRE programme that we teach in our school. If a parent wishes their child to be withdrawn from SRE 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.

5 The role of other members of the community

5.1 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 Authority, such as the school nurse and other health professionals, give us valuable support with our SRE programme. Other people that we call on include local clergy, social workers and youth workers.

6 Confidentiality

6.1 Teachers conduct SRE 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 their concerns to the attention of the head teacher. The head teacher will then deal with the matter in consultation with health care professionals. (See also Child Protection and Safeguarding Policy.)

7 Controversial Issues

7.1 Teachers should deal sensitively and objectively with each theme. They should be prepared to offer balanced and accurate information, to encourage pupils to explore the major moral and religious arguments involved and to clarify any legal position.

7.2 Information about contraception should be offered to a class on the basis that sexual relationships have moral dimensions which have to be responsibly and honestly considered. Pupils should be discouraged from viewing contraception as a licence for promiscuity or casual sex. The Authority considers it inappropriate, without parental consent, for teachers to give contraception advice to young people under 16 years of age.

7.3 Throughout the primary age range, teachers should be encouraged to deal factually, honestly and clearly with children's questions about physical differences between the sexes and about human reproduction, as these questions arise.

7.4 SRE is best introduced in the context of family life, of caring relationships, and of respect for others. Teachers, however, will need to remember that significant numbers of children come from a variety of backgrounds. Great sensitivity is therefore required, to avoid causing personal hurt e.g.: to children from one-parent families.

7.5 The term homosexuality and lesbianism may be briefly explained but it is felt that children at Key Stage 2 are too young to fully discuss the range of issues involved.

7.6 The term abortion may be briefly explained but it is felt that children at Key Stage 2 are too young to fully discuss the range of issues involved.

7.7 To support sexual equality the term “partner” should be used instead of boyfriend/girlfriend/husband/wife

8 The role of the head teacher

8.1 It is the responsibility of the head teacher to ensure that both staff and parents are informed about our SRE 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.

8.2 The head teacher liaises with external agencies regarding the school SRE 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.

8.3 The head teacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

9 Special Educational Needs

9.1 It should be recognised that pupils with learning problems may need more help than others in coping with the physical and emotional aspects of growing up. For instance, they may need more help in learning what sort of sexual behaviour is and is not acceptable in the wider society.

10 Monitoring and review

10.1

This policy will be reviewed annually by the School Improvement Committee and will be adjusted in line with any subsequent guidelines from the DfES or the LA. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The School Improvement Committee gives serious consideration to any comments from parents about the SRE programme, and makes a record of all such comments. Governors require the head teacher to keep a written record, giving details of the content and delivery of the SRE programme that we teach in our school.

Policy agreed by governors

Signed by the Chair of Committee:

Date:

Minute Number: