



Sex and Relationship Policy

Effective Date:
October 2014

Date of minuted approval by the Governing Body:
31 January 2019, 10 December 2020

Review Committee:
Primary Local Board

Next Review Date:
December 2022

Owner:
Deputy Headteacher - Head of School

The DfE recommends that all primary schools should have a Sex and Relationship Education Programme tailored to the age and the physical and emotional maturity of the children. It should ensure that both boys and girls know about puberty and how a baby is born – as set out in Key Stages 1 and 2 of the National Science Curriculum.

What is Sex and Relationship Education (SRE)?

It is lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage, 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.

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books and resources.

Aims and Objectives

The aim of the policy is to develop the pupil's self-esteem and self-respect so that they can form attitudes, values and beliefs, which will ensure that they become responsive and caring individuals.

The objectives of the policy are:

- to establish with clarity what pupils will actually receive in terms of Sex and Relationship Education at Penshurst
- to publicise the practice and procedure at Penshurst in relation to Sex and Relationship Education
- to ensure a sound basic understanding to enable further learning into secondary education

Principles

- Sex and Relationship Education will be provided as appropriate to the age, ability and needs of the pupils
- Sex and Relationship Education will be provided in such a manner as to have due regard to moral considerations and the value of the pupils' family life
- Sex and Relationship Education will reflect the ethos of the school and the community it serves.
- The Sex and Relationship Education programme will give the pupils the knowledge needed to encourage respect for themselves and others and to take responsibility for their own actions

Provision

- Sex Education will embrace the needs of all pupils, recognising diverse backgrounds and special educational needs. It will develop and explore knowledge, skills, attitudes and values around a range of topics embedded in the thematic curriculum
- a good Sex and Relationship Education provides a secure foundation for later work. The programme will be planned appropriate to the pupil's needs and levels of development. All education will be based on the principles of exploring health and well-being, and building positive relationships of trust, respect and love
- Sex and Relationships Education will focus on how pupil can keep themselves safe and where they can go for help should they need it
- Sex and Relationship Education will be teacher-led, with expert guidance and discussions in place from relevant health professionals
- Sex Education will be delivered through the Health Education programme, which is itself, taught via a spiral curriculum according to age/year group.
- the aspects of Sex and Relationship education contained within the Science curriculum will be taught alongside the rest of the agreed programme
- National Curriculum Science:
 - life processes common to humans and other animals include nutrition, movement, growth and reproduction; and
 - stages of the human life cycle.

By the end of the primary phase pupils should know:

- that families are important for children growing up because they can give love, security and stability
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives

- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

SPECIFIC ISSUES STATEMENTS

Working with parents

The school is committed to working with parents. Under the Education Act (1993) pupils can be withdrawn by their parents from parts of sex education that are outside the compulsory elements contained in the science National Curriculum.

We aim to share the content and material with parents whenever possible and invite discussion prior to any component of the programme which may be deemed sensitive. A copy of this Policy will also be available for any interested parent, on line and on request from the school office. Should parents then wish to withdraw their child, staff will be available to discuss their concerns and make appropriate arrangements. However, we actively encourage parents to allow their children to participate in all educational opportunities.

Difficult questions

Sometimes pupils may ask explicit or difficult questions in the classroom. Teachers will use their professional skill and discretion before answering and if necessary deal with them later individually. Where appropriate, teachers will discuss the pupil's concerns with the parents. Any sensitive questions addressed to non-teaching staff (e.g. lunchtime supervisors, learning assistants) should be referred to the class teacher who will be aware of the pupil's background and level of maturity to allow a more considered answer. This could be referred to the School Nurse or School Welfare Team in accordance with parents/guardians wishes.

Similarly, if a pupil is using abusive terms or sexual language or behaviour in the playground, the class teacher needs to be informed and appropriate action taken in line with school Behaviour Policy

Confidentiality

Teachers are aware that effective Sex and Relationship Education, which brings an understanding of what is and is not acceptable in a relationship, can lead to the disclosure of a child protection issue. All school staff should ensure the School's Child Protection procedures are followed.

MONITORING AND EVALUATION

The Primary Local Board will take responsibility for ensuring that the policy is monitored systematically. The monitoring and evaluation process will be the responsibility of the Headteacher.

The effectiveness of the policy can be monitored by:

- checking teachers' planning;
- evaluating the children's verbal and recorded work;
- ensuring the policy is overseen every two years by governors;
- working with Health professionals