

## **Sex and Relationships Education Policy**

At Cavendish Primary School, Sex and Relationships Education (SRE) is integrated into the Personal, Social, Health and Citizenship Education programme of the school, as well as being a topic in the Life Processes and Living Things unit of the Science Curriculum.

It is our whole school view that the delivery of high quality SRE is extremely important, however, should they wish, parents can withdraw their child/ren from all or part of SRE provided, except that which is required by the Science National Curriculum.

### **B. Definition of Sex and Relationships Education**

SRE is 'lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage as a context for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual behaviour.' (QCA, 2000)

### **C. Aims and Objectives**

The foundation of our SRE programme is to develop pupil's knowledge, skills and attitudes so that they make informed choices about their behaviour, feel confident and competent about acting on these choices, and move with confidence from childhood through to adolescence.

This underpins our aims and objectives of our SRE programme which are to:

- promote a concern for relationships with other people, respecting the rights and feelings of others; developing loving, caring relationships as friends, parents, members of a family and community, and ultimately sexual partners;
- provide knowledge of how the human body functions, how it grows and how we change physically and emotionally;
- emphasise the importance of self-esteem in encouraging all members of the school community to respect and care for their body and mind;
- develop positive values and a moral framework which will guide pupil's choices, judgements and behaviour into adolescence and adult life;
- present the facts about lifestyle choices in order for all pupils to then make informed judgements and to be prepared for the demands of life in the 21st century;
- create an ethos of positive relationships between all members of the school community, and for pupils to be given appropriate, accurate answers as naturally and honestly as possible to their questions on personal relationships and sex;
- work closely with parents, carers and governors in the dissemination of information on SRE and develop a partnership approach thus ensuring that all pupils receive the best SRE; and
- give regard to the age, emotional and physical maturities of pupils within all age groups taught, including those pupils with special educational needs, and ensure equality of opportunity and experience.

All of these objectives contribute significantly to the five outcomes for 'Every Child Matters' (Children's Act 2004) – that pupils 'be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being'.

## **D. Curriculum**

In the **Early Years Foundation Stage**, pupils are taught elements of SRE relevant to their age and maturity.

At **Key Stages 1 and 2**, SRE is delivered through the Science, PSHCE and R.E curriculum programmes.

The following topics are taught through the Science and PSHCE curriculum programmes.

- Body Parts (KS1 & 2)
- Emotions and Feelings (KS1 & 2)
- Friendships and Relationships (KS1 & 2)
- Families and Parenting (KS1 & 2)
- Growth, Development and the onset of Puberty (KS2)
- Puberty (KS2)
- Pregnancy, Birth and Babies (KS1 & 2)
- Rights and Responsibilities (KS2)
- Safety (KS1 & 2)
- Self-Esteem (KS1 & 2)
- Sexual Language (KS2) including correct vocabulary and an acknowledgement of slang words
- Stereotypes (KS1 & 2)
- Who can help? (KS1 & 2)

## **E. Organisation**

- Class teachers deliver SRE. The school nurse and other health professionals are invited into school to provide expertise and information in SRE for the whole school
- A variety of teaching methods and resources are used to deliver the SRE programme including circle-time, relationship building games, videos, books, 3D models, photographs, charts, posters and visiting agencies, e.g. 'The Life Education Centre'
- In Year 5 girls have a talk considering puberty and body changes led by the school nurse. Further sessions are delivered in Year 6 to both the boys and girls
- A letter is written to parents/carers of pupils in Year 5 and 6, informing them of the SRE programme
- To ensure complete respect for each other, guidelines and 'ground rules' are made very clear to all teachers and pupils, which include no 'put downs' or reference to any individual person's relationships

## **F. Equal Opportunities and Inclusion**

We recognise that individual pupils may require a more individualised health education programme which includes drugs education. It may be more suitable for some pupils at Key Stage 2 to follow the teaching programme for Key Stage 1, but presented in a manner which is appropriate to their age and maturity.

## **G. Provision for Pubertal Pupils**

- Parents are encouraged to inform the school when their daughter begins menstruation, in order that all staff can be aware of those times when they may be feeling unwell or unable to take part in physical activities including P.E or swimming
- Girls starting their periods have unrestricted access to sanitary facilities kept by Year 6 teachers. Sanitary bins are provided in the girls toilets
- Female members of staff are always available to reassure pubertal girls and ensure that there is no embarrassment with regard to dealing with their periods

## **H. Safeguarding**

Teachers conduct sex and relationship 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. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying.

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 Headteacher and/or named person with child protection responsibilities. The Headteacher or designate will then deal with the matter in consultation with health care professionals in accordance with local safeguarding protocols. (Please refer to our Safeguarding Policy.)

## **J. Monitoring and Evaluating**

The PSHCE coordinator is responsible for monitoring and evaluating the effectiveness of teaching and learning in SRE in collaboration with the Senior Leadership Team. The governing body - Policies Working Party is responsible for monitoring this policy and reporting its findings and recommendations to the full governing body. Staff, pupil and parent views are sought where appropriate.

**Reviewed: January 2015**

**Next Review Date: January 2018**