



Leominster Primary School

SRE Policy



Overview

We have based our school's sex education policy on the DfEE guidance document Sex and Relationship Education Guidance (ref DfEE 0116/2000 and LEA guidance) with reference to the document 'SRE for the 21st Century'. In this document, sex education is defined as 'learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life (although we talk about many types of family), 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 (PSHE) curriculum in our school and some aspects are taught through science. While we use sex education to inform children about sexual issues, we do this with regard to 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 according to the Equality Act 2010. All issues surrounding PSHE are taught using a protective learning technique to ensure that pupils are not exposed to issues which they are not ready to handle. Using this technique, pupils are taught what to do and where to go if they ever feel unsafe or uncomfortable regarding sensitive topics and signposting to outside agencies is clearly encouraged.

SRE will be taught in the context of relationships. It will promote self-esteem, emotional health and well-being and help our pupils form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

Every pupil will receive their full entitlement to SRE, regardless of their educational ability, gender, race, disability, sexual orientation, ethnicity or faith.

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 the importance of sexual activity as part of a committed, long-term, and loving relationship
- the importance of family life
- moral questions
- relationship issues, including issues of peer pressure and the right to say 'No' and the confidence to do so
- respect for themselves and the views of other people
- responsibility for their own actions
- inappropriate sexual behaviour, and what they should do if they are worried about any sexual matters
- sexting and social media
- the differences between boys and girls
- communication

Context

We teach SRE in the context of the school's aims and values. The Governors and staff believe that sex education is part of the entitlement of pupils. 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 a commitment to one another, stable, loving relationships, family life and marriage. This now includes same sex relationships, with regard to the law regarding same sex marriage
- it 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
- children need to learn the importance of self-control

Organisation

We teach SRE through different aspects of the curriculum. While we carry out the main sex education teaching in our PSHE and science curriculum, we teach some aspects through other subject areas, such as PE, where we feel they contribute significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.

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 change. During Key Stage 2 we explain to the children what will happen to their bodies during puberty. For example, we tell the children that boys' voices will change and we explain menstruation to both boys and girls. We encourage the children to ask for help if they need it and provide opportunities for them to ask questions in confidence.

In Key Stage 1, during science lessons, we teach children the 'basic parts of the human body', using the correct scientific names and that 'animals, including humans, have offspring which grow into adults'. They are introduced to the processes of reproduction and growth in animals and to recognise the stages of growth in humans from baby to toddler, child, teenager and adult. Children learn to appreciate the differences between people and how to show respect for each other. As part of their PSHE curriculum they learn about relationships and families. They also investigate feelings that make them, for example, sad, happy, embarrassed or scared.

In Key Stage 2, during science lessons, 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. We teach about life processes, and the main stages of the human life cycle, in greater depth.

In Year 5 & 6 we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the PSHE coordinator about suitable teaching materials to use with our children in these lessons. 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. Contraception will only be mentioned in terms of preventing pregnancy. We always teach this with due regard for the emotional development of the children and religious views.

We inform all parents and carers of children in Year 5 & 6 when the specific programme of sex education lessons are to take place and give them the opportunity to view resources used, to explain how they are taught and to encourage parents to support their children by discussing any issues arising from their learning in school.

The role of parents

The school is well aware that 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
- provide parents with the opportunity to examine and view any materials and discuss vocabulary to be used before they are delivered to the pupils
- answer any questions that parents may have about the sex education of their child
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary
- offer a list of recommended reading which they can share with their 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 bodies 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; this does not include the elements linked to the Science curriculum. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this first 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 Authority, such as the school nurse and other health professionals and organisations, such as the PSHE Association, give us valuable support with our SRE programme. Other people that we call on include local clergy, social workers and youth workers.

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 their concerns to the attention of the Head teacher. The Head teacher and the Designated Safeguarding Manager, will then deal with the matter in consultation with health care professionals. (See also Child Protection Policy/ Safeguarding Children.)

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 about sex 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.

MONITORING AND REVIEW

The governing body monitors our sex education policy through reviews at full meetings, modifying it as appropriate. Serious consideration is given to any comments from parents about the SRE programme, and a record of all such comments is made.

This policy will be reviewed every two years or earlier, if necessary.

Policy Reviewed June 2017

Date of Next Review June 2019