

# Eastchurch Church of England Primary School



## Sex and Relationships Education

**Date: May 2017**

**Review Date: May 2020**

### Rationale

The UK has by far the highest rate of teenage pregnancies in Europe, and the evidence suggests that children are becoming sexually active at an earlier age.

Sex and Relationships Education (SRE) is a key aspect of Personal, Social and Health Education at Eastchurch C of E Primary School. As such, it is more than the biology of reproduction, and is taught within the context of caring relationships. The Sex and Relationships Education provided forms a foundation for further work in secondary schools, and the skills and attitudes developed will enable the children to lead healthy lives.

At Eastchurch C of E Primary School we have based our SRE policy on the DfES Guidance document (DfES 0116/2000). In this document SRE is defined as: *learning about physical, moral and emotional 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.*

SRE is part of the Personal, Social and Health Education curriculum in the school. While we use SRE to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility 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.

### Aims

The purpose of teaching SRE is to ensure that children learn about issues in a caring and informed way, which dispels myths that they may have acquired.

At Eastchurch C of E Primary School we aim:

- To ensure that pupils are prepared for puberty
- To develop confidence in talking, listening and thinking about feelings and relationships, and respect the differences between people;
- For pupils to be able to name parts of the body and describe how their bodies work;
- For children to know how they can protect themselves and where to ask for help and support;
- To empower children to make informed choices about their education and future adult life.
- Respect for their own bodies and the importance of sexual activity being within a committed, long term and loving relationship
- The importance of family life
- Moral questions

- Relationship issues
- Sexual abuse /exploitation, and where they can seek advice if they are worried about any sexual matters.

The school will work towards these aims in partnership with parents.

### **Definition of SRE**

The term 'sex and relationship education' used throughout this policy applies to learning about pupils' sex, sexuality, emotions, relationships and sexual health. The settings referred to include: educational, home, care, community, youth and school. Eastchurch C of E Primary School promotes learning about SRE through:

- An integral part of the lifelong learning process, beginning in early childhood and continuing through adult life
- An entitlement for all pupils, whatever their background
- A context of emotional and social development across all settings.

### **Delivering Sex and Relationships Education**

The majority of SRE is taught to the children in Year 5 and 6, although other PSHE issues are covered in the previous years to fully equip the children with the skills and attitudes necessary for them to benefit effectively from sex education. We also teach some SRE through other subjects (e.g. Science and PE) where we feel that they contribute significantly to a pupil's knowledge and understanding of their own body and how it is changing and developing.

Most of the teaching of SRE will be done by the class teacher, as s/he will have established a working relationship with the class. The school nurse may also be available to advise and assist the girls on body development and periods.

### **Cross curricular links**

All curriculum areas make a contribution to SRE. Some subjects make a clear contribution, such as Science and PSHE, while other subjects make a less obvious, but important, contribution, such as:

- Literacy – discussion of specific relationships and moral dilemmas
- R.E. – discussion of family and marriage
- History and Geography – discussion of wider social issues
- Art and Music – discussion of feelings and emotions within relationships

### **Parents and Sex & Relationships Education**

We appreciate the sensitivity and concerns some parents may feel towards SRE and we believe that for the children to achieve the desired objectives; a positive and united relationship must continue to exist between home and school and we would encourage discussion about this area of the curriculum at home.

In promoting this objective, we:

- Inform parents/carers about the school's SRE policy and practice;
- Answer any questions that parents/carers may have about SRE of their child;
- Take seriously any issues that parents/carers raise with teachers or governors about this policy or the arrangements for SRE in the school;
- Encourage parents/carers to be involved in reviewing the school policy and making modifications, as necessary;

- Inform parents/ carers about the best practice known with regard to SRE, so that the teaching in school supports the key messages that parents/carers give to children at home.

Parents/carers have the right to withdraw their children from that part of the SRE programme that is delivered through PSHE (though not from those elements taught through Science). Parents/carers who wish to withdraw their children from this aspect of SRE should discuss this with the headteacher.

### **Differentiation and Special Educational Needs**

We recognise that all children will have varied life experiences and a range of feelings and attitudes. Lessons will allow all perceptions to be articulated, and all contributions will be valued and respected.

Teachers may need to use different resources, activities or provide specific support depending on the needs of the pupils. Teaching points need to be conveyed using language that is accessible to the pupils.

### **Ground Rules**

We feel that it is essential that the school assists pupils in developing confidence when talking, listening and thinking about sex and relationships, therefore the following ground rules are set to create a safe environment where no-one need feel embarrassed or anxious about unintended or unexpected questions or comments from pupils. We therefore believe that Ground Rules are an important process for a class or year group. Basic rules should incorporate the following:

- No-one teacher or pupil will have to answer a personal question.
- No-one will be forced to take part in a discussion.
- Only the correct names for the body parts will be used.
- Meanings of words will be explained in a sensible and factual way.

### **Equal Opportunities**

Eastchurch C of E Primary School is committed to working towards equal opportunities in all areas of school life. We aim to avoid stereotyping and believe that pupils' religious beliefs and cultural differences should also be respected.

### **Confidentiality:**

Teachers conduct SRE lessons in a sensitive manner and with consideration for the need for confidentiality. However, should issues of disclosure regarding inappropriate sexual behaviour/activity be disclosed, then the teacher will take the matter seriously and deal with it as a matter of child protection. In such cases, procedures as laid down in the appropriate school policy will be followed.

### **Monitoring and Review:**

The curriculum monitoring pair of the Governing body monitors the SRE policy annually. This committee reports its findings and recommendations to the full governing body, as necessary, to update this policy statement. Governors require the Headteacher to keep a written record of the content and delivery of the SRE programme that is taught at Eastchurch C of E Primary School.

Signed (Headteacher):

Date:

Signed (Chair of Governors):

Date:

