



THE HESSLE FEDERATION OF SCHOOLS

PENSHURST PRIMARY SCHOOL

SEX AND RELATIONSHIP POLICY

Effective Date: October 2010

Date of minuted approval by the governing body: 6 October 2010

Review Committee: Curriculum and Standards

Review Date: October 2012

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.

Aims and Objectives

The aim of the policy is to develop the children'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:

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

Principles

1. Sex and Relationship Education will be provided as appropriate to the age, ability and needs of the pupils.
2. 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.
3. Sex and Relationship Education will reflect the ethos of the school and the community it serves.
4. 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.
- A good Sex and Relationship Education provides a secure foundation for later work, the programme will be planned appropriate to the children's needs and levels of development.
- Sex and Relationship Education will be teacher-led, with expert guidance and discussions in place, as to enable a variety of teaching methods which will be employed to encourage pupil discussion and involvement.

- Sex Education will be delivered through the Health Education programme, which is itself, taught via a spiralled 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:

- (a) that the life processes common to humans and other animals include nutrition, movement, growth and reproduction; and
- (b) about the main stages of the human cycle.

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 the 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 children 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 child's concerns with the parents. Any sensitive questions addressed to non-teaching staff (eg. lunchtime supervisors, LSAs) should be referred to the class teacher who will be aware of the child's background and level of maturity to allow a more considered answer. Similarly, if a child is using abusive terms or sexual language in the playground, the class teacher needs to be informed and appropriate action taken.

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. If a teacher becomes concerned that a pupil is at risk, they should follow the school's child protection procedures.

MONITORING AND EVALUATION

The Curriculum and Standards committee will take responsibility for ensuring that the policy is monitored systematically.

The monitoring and evaluation process will be the responsibility of the Deputy Head - Head of School

The effectiveness of the policy can be monitored by:

- a) Checking teachers' planning;
- b) Evaluating the children's verbal and recorded work;
- c) The policy will be overseen on an annual basis by governors;
- d) Interviewing children to obtain their feedback.