



Hampton Hargate Primary School

Sex and Relationships Policy

Date:

Review date:

Hampton Hargate Primary School believes that all children, regardless of ability and behaviour are valued equally. Groups of pupils (eg. SEN pupils, Children in Care (CiC), EAL pupils etc) are not viewed as separate but are part of the whole school approach. Different children's needs are recognised and met through varied and flexible provision and the use of different styles of teaching & learning throughout the curriculum. Every Child Matters (ECM) is an important part of the school ethos and we encourage all staff, governors, visitors, helpers etc to play their part in promoting this. This policy therefore applies to all our children, regardless of their gender, faith, race, culture, family circumstances or sexuality.

This school is committed to safeguarding and promoting the welfare and safety of all children and expects all staff to share in this commitment. All staff must follow the guidelines set out in the Child Protection folder which is in each classroom and key locations around the school.

1 Introduction

- 1.1 Hampton Hargate Primary School policy on sex and relationship education is based on DfE guidance. We recognise 'Sex and Relationship Education' as the policy's full title, but, for brevity's sake, we will refer in the rest of this policy simply to 'sex education'.
- 1.2 In the DfE guidance, sex education is defined as 'learning about physical, moral and emotional development'. The guidance states, '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'.
- 1.3 Sex education is part of the personal, social, health and citizenship education (PSHCE) curriculum in our school. When we inform our pupils through sex education 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 sex education as a means of promoting any form of sexual orientation.

2 Aims and objectives

- 2.1 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;
 - respect for the views of other people;
 - personal hygiene.

3 Context

- 3.1 Sex Education gives children information about sexual behaviour. We do this with an awareness of the moral code, and of the values which underpin all our work. We teach sex education on the understanding that:
 - it is taught in the context of marriage, long-term and loving relationship and family life;
 - it is part of a wider process of social, personal, spiritual and moral education;
 - 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.

4 The National Healthy School Standard

4.1 We promote and participate in the National Healthy School Standard which promotes health education. As participants in this scheme, we:

- consult with parents and carers on all matters of health education policy;
- ensure that relevant outside agencies are brought into school to either deliver the lessons or support the teacher in delivery of the lesson (school nurse);
- listen to the views of the children in our school regarding sex education;
- look positively at any local initiatives that support us in providing the best sex education programme that we can devise.

5 Organisation

5.1 We teach about sex through different aspects of the curriculum. While we carry out the main sex education in our PSHCE curriculum, we also cover some sex education through other subject areas (e.g. science – life cycles and the human body) which we believe contribute significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.

5.2 In PSHCE, 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 we explain to the children what will happen to their bodies during puberty. For example, we teach the children that boys' voices will change during puberty, and we explain menstruation to both boys and girls. We encourage the children to ask for help if they need it.

5.3 In Key Stage 1, we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the fact that people are not all the same, and that we need to respect each other. In Key Stage 2, we teach about life processes, and the main stages of the human life cycle, in greater depth. In Year 6, teachers inform children about puberty and how a baby is born. For this aspect of our teaching, we follow the guidance material in the national scheme of work for science.

5.4 We also place a particular emphasis on health education in Year 6, as many children experience puberty at this age. We liaise with the Local Health Authority and the school nurse 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 children's bodies change during puberty, what

menstruation is. We always teach this with due regard for the emotional development of the children.

- 5.5 We arrange a meeting for all parents and carers of children in Year 6 to discuss this particular programme of lessons, to explain what the issues are, and how they are taught, and to see the materials the school uses in its teaching.

6 The role of parents and carers

- 6.1 The school is well aware that the primary role in children's sex education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents and carers of children at our school, through mutual understanding, trust and cooperation. To promote this objective, we:

- inform parents and carers about the school's sex education policy and practice;
- answer any questions that parents or carers may have about the sex education of their child;
- take seriously any issue that parents or carers raise with teachers or governors about this policy, or about the arrangements for sex education in the school;
- inform parents and carers about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to 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.

- 6.2 Parents and carers have the right to withdraw their child from all or part of the sex education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the head or deputy headteacher, 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/carers in this regard.

7 The role of other members of the community

- 7.1 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, give us valuable support with our sex education programme. Other people that we call on include local clergy, social workers and youth workers.

8 Confidentiality

- 8.1 Sex Education lessons are conducted in a sensitive manner. If a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference 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. They will not try to investigate, but will immediately inform the designated person for child protection issues about their concerns. The headteacher/deputy headteacher will then deal with the matter in consultation with health care professionals. (See also our policy on Child Protection).

9 The role of the headteacher

- 9.1 It is the responsibility of the headteacher to ensure that both staff and parents/carers are informed about our sex education policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training or support, so that they can teach about sex effectively, and handle any difficult issues with sensitivity.
- 9.2 The headteacher liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework.

This policy will be reviewed every three years.

Review date

This policy was adopted by the Strategic/Finance & Personnel/H&S Committee* on but is subject to final approval by the Full Governing Body on

(*delete as appropriate)

Signed on behalf of the Governing Body

Date