



Crowle Primary Academy

Sex and Relationships Education Policy



We have based our school's Sex and Relationships Education Policy (SRE) on the DfES guidance document *Sex and Relationship Education Guidance* (ref DfES 0116/2000). In this document, SRE is defined as 'It is lifelong learning about physical, moral and emotional development. It is about the understanding of 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 our academy. While we use SRE to inform children about sexual and relationship issues, we do this with regard to matters of 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.

Subject aims and objectives

We aim to:

- develop confidence and self esteem;
- emphasise the role and value of family life;
- generate an atmosphere where questions of a personal or sexual nature can be asked and answered openly without embarrassment and trust and confidentiality are ensured;
- enable pupils to develop knowledge, communication skills and understanding in order to facilitate personal decision-making;
- enable pupils to understand the impact of external factors, such as the media, Internet, peer groups and remain independent decision makers;
- enable pupils to develop the ability to form positive relationships;
- safeguard our pupils against the risk of child sexual exploitation;
- enable pupils to be aware of personal, psychological, emotional and physical changes in themselves and others;
- enable pupils to understand the process of human reproduction;

Curriculum and Academy Organisation

We teach SRE through different aspects of the curriculum but mainly within PSHE lessons. While we carry out the main SRE teaching in our PSHE curriculum, we also teach some SRE through other subject areas (for example, science and PE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. The PSHE Curriculum Overview outlines the skills, knowledge and understanding expectation for each year group.

We teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty. For example, we tell the boys that their voices will change during puberty and we explain to the girls about menstruation. We encourage the children to ask for help if they need it.

In Key Stage 1 we teach children about how animals, including humans, have offspring which grow into adults and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

In Years 5 and 6 we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons. We organise the training programme, which is based on the Channel 4 series 'Living and Growing'. We do our 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. We always teach this with due regard for the emotional development of the children (as stated earlier in this policy).



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In some of the SEAL (Social and Emotional Aspects of Learning) units of work, there is emphasis on developing relationships and appreciating our relationships with others.

The role of parents

The academy is well aware that the primary role in children's SRE lies with parents and carers, who are key in teaching their children and sex and relationships and helping their children with the changes involved in growing up. 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 SRE policy and practice;
- answer any questions that parents may have about the SRE of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for SRE in the school;
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- inform parents about the best practice known with regard to SRE, 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 body and their increasing responsibilities.

Parents have the right to withdraw their child from the SRE programme that we teach in our academy, with the exception of those areas covered within the science scheme of work. We send a letter to the carers of children in Years 5 and 6 to discuss the programme of lessons as stated earlier in the policy to explain what the issues are and how they are taught, and offer them the opportunity to see the materials the school uses in its teaching. If a parent wishes their child to be withdrawn from SRE lessons, they should discuss this with the Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The academy always complies with the wishes of parents in this regard.

Confidentiality

Teachers conduct SRE 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 Headteacher. The Headteacher will then deal with the matter in consultation with health care professionals. (See Child Protection Policy)

Monitoring and review

The SRE curriculum is monitored each year by the PSHE leader through parent questionnaires, child questionnaires and feedback from staff or health professionals. The governing body also gives serious consideration to any comments from parents about the SRE programme, and makes a record of all such comments. Governors require the Headteacher to keep a written record, giving details of the content and delivery of the SRE programme that we teach in our academy.

Written by: Rebecca Greaves

Agreed by governors: 26th November 2014

Review date: November 2017

Presently being updated in line with new RSE guidelines