



# St Mary's Hampton

## Church of England Primary School

*Learning, belonging and growing together,  
In mind, body and spirit,  
With Jesus by our side.*

### Sex & Relationships Education Policy

Review Frequency:	Annual
Next Review:	Autumn 2019
Review Committee:	Teaching & Learning
Agreed on:	Autumn 2018

Signed:

**(Headteacher)**

#### 1. Rationale

- 1.1 At St Mary's Hampton CE Primary School we aim to teach our children that healthy friendships and relationships grow and develop between people within a context of love, trust and respect. We believe that there is one God and Father of us all and love includes but goes beyond affection and family ties to reach out to all humanity, made in the image of God. We therefore include sex and relationship education in the curriculum of the school, within the context of promoting loving and healthy relationships.
- 1.2 We have based our school's sex education policy on the DfE guidance document Sex and Relationship Education Guidance (ref DfE 0116/2000). 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, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health'. Sex education is part of the

personal, social and health education curriculum in our school. While we use sex education to inform children about sexual issues, we do this with regards to matters of 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.

1.3 The foundation for SRE is within the PSHCE curriculum, developing positive personal relationships, taking personal responsibility and developing a moral code, all underpinned within our Christian ethos and values.

## **2. Aims and Objectives**

2.1 We teach children about:

- The importance of family life and stable relationships
- Moral questions
- Respect for the views of other people
- How to keep safe in a range of situations, including self-respect for their own bodies, abuse and what they should do if they are worried about any sexual matters
- How to develop positive relationships with others
- The physical development of their bodies as they grow into adults;
- The way humans reproduce;
- The importance of sexual activity as part of a committed, long-term and loving relationship;

## **3. Context**

3.1 As stated within the rationale, the teaching of sex and relationships is within the framework of PSHCE underpinned by the school's ethos statement. In accordance with the appropriate age of children:

- Sex education should be taught in the context of marriage, stable relationships and family life;
- Sex education is part of a wider social, personal, spiritual and moral education process;
- Children should be taught to have respect for their own bodies and those of others, including the importance of privacy and personal space;
- 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. Organisation**

4.1 We teach sex education through different aspects of the curriculum. While we carry out the main sex education teaching in our personal, social and health education (PSHE) curriculum, we also teach some sex education 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

4.2 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 in Year 5 we will 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.

4.3 In science lessons in both key stages, based on the national curriculum (revised 2014), teachers inform children about humans within the context of mammals, animals and themes on ourselves, and how a baby is born. 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 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.

4.4 Children often ask questions and offer information in whole group teaching situations; teachers and other staff will respond appropriately and handle the content sensitively. In the event of this occurring at times of day when the class teacher is elsewhere (e.g.; lunchtime) the class teacher will be made aware. The class teacher will take any further actions as appropriate. Staff are encouraged to answer any questions simply and factually without offering additional unnecessary information as relevant and appropriate to the occasion.

4.5 In Year 6 we place a particular emphasis on health education, as many children experience puberty at this age. We will liaise with the School Nursing Service about the detail of this programme at the beginning of the academic year. Provisional discussion has already taken place with the SNS as to this being an appropriate way forward. The school nurse brings 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. We always teach this with due regard for the emotional development of the children (as stated earlier in this policy).

4.6 We will offer all parents and carers of children in Year 5 and 6 the opportunity to discuss this particular programme of lessons, to explain what the issues are and how they are taught, and to see the materials/videos the school uses in its teaching.

## **5. The role of parents**

5.1 The school is clear 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;
- 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;
- Inform parents 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 body and their increasing responsibilities.
- Encourage parents to be involved in the process, particularly in Year 5 and 6, contribute and feedback on our policy and help us to consider modifications to it as necessary;

5.2 Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school, other than that in the National Curriculum Science. If a parent wishes their child to be withdrawn from sex education lessons, they should make an appointment with the 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 in this regard.

## **6. The role of other members of the community**

6.1 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 School Nursing Service and other health professionals, give us valuable support with our sex education programme.

## **7. Confidentiality**

7.1 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, following child protection guidelines (see CP policy and procedures). 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 accordance with the Child Protection guidelines as necessary.

## **8. The role of the Headteacher**

8.1 It is the responsibility of the Headteacher 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 headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

8.2 The Headteacher liaises with external agencies regarding the school sex education programme, and ensure that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

8.3 The Headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

## **9. Monitoring and review**

9.1 The Teaching & Learning Committee monitors our sex education policy on an annual basis. This committee reports its findings and recommendations to the full governing board, as necessary, if the policy needs modification. The governing board gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments. Governors require the Headteacher to give details of the content and delivery of the sex education programme that is taught in our school when requested. This is detailed within the Key Stage 2 overall curriculum plan.