

### Title: Sex and Relationships Education

#### 1. Introduction and General Principles

- 1.1. At Buckingham Park Church of England Primary School it is important that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, built on a clear Christian foundation and rooted in Christian values. We aim to provide the highest quality all round education, for each and every child, in partnership with parents, within the context of a Christian community. In short, 'Excellence, through God who strengthens us'.
- 1.2. We respect each child as a unique being, a child of God, loved and accepted in an ethos that encourages and celebrates difference. We endeavour to afford sustainable opportunities for holistic academic and personal development with a life and moral code based on Christian values and teaching.
- 1.3. Whatever their own experience of parental relationships and family life, children need to glimpse something of the wonder, love, commitment and security which are possible in marriage and family life. They need to be presented with the ideals to which they might aspire. The reality, however, of individual pupils' own experiences also needs to be accepted so as to affirm and value all of them and to support them in their own circumstances.
- 1.4. Sex education is part of the personal, social and health education curriculum in our school. We teach within a framework of Christian values and the Christian understanding that sex is a gift from God as part of creation. Whilst we use sex education to inform children about sexual 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.
- 1.5. The Governing body has determined that Sex and Relationship Education is included in the school's curriculum.
- 1.6. Sex and Relationship Education is part of a child's broad, balanced curriculum, integral to the basic curriculum of the school and part of the child's all round development.
- 1.7. The School's Christian ethos will provide the context within which all personal development takes place.

## 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 marriage and family life;
- Moral questions;
- Relationship issues;
- Respect for the views of other people;
- What they should do if they are worried about any relationship or sexual matters.

## 3. The teaching programme for Sex and Relationship Education

3.1. We teach sex education through different aspects of the curriculum. While we carry out the main sex education teaching in our Personal, Social, Health and Economic (PSHE) curriculum, we also teach some aspects through other subject areas (for example science, PE and RE).

3.2. In PSHE education we teach children about relationships and encourage them to participate in discussion. We teach about parts of the body and how these work and we explain the changes that will happen during puberty. For example, we explain that boys' voices will change and that girls start menstruation.

3.3. All schools must teach the following as part of the National Curriculum Science Orders:

#### Key Stage 1:

- that animals including humans, move, feed, grow, and use their senses and reproduce.
- to recognise and compare the main external parts of the bodies of humans and animals.
- that humans and animals can reproduce offspring and these grow into adults.
- to recognise similarities and differences between themselves and others and to treat others with sensitivity.

#### Key Stage 2:

- that the life processes common to humans and other animals include nutrition, growth and reproduction.
- about the main stages of the human life cycle.

3.4. In RE lessons children will learn about the commitment of people of faith to each other in marriage and how this is expressed in marriage ceremonies. They will learn about the beliefs and values that underpin this commitment and also support the nurture and care of children in the family.

3.5. In KS2 we place a particular emphasis on health education, as many children experience the onset of puberty at this age. Teachers do their best to answer questions with sensitivity and care. By the end of KS2 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.

## **4. Dealing with Sensitive Issues and Difficult Questions**

- 4.1. Whilst we have prescribed some of the content for our learning and teaching through a structured scheme of work, our Sex and Relationships Education should also provide opportunities for children to 'talk honestly and openly'. Therefore, questions may arise which are not directly within the scope of the scheme of work. In these circumstances, the teacher will respond to the questions appropriately, given the age and experience of the children. A 'question box' in each class will allow children to raise questions confidentially and also gives the teacher the opportunity to give a thoughtful answer rather than be put 'on the spot'.
- 4.2. A teacher may be asked a question which is not appropriate to the age and experience of the children in the class. In these circumstances the teacher will explain that this is a matter not dealt with in school, and encourage the child to consult his/her parent for an answer. The school will normally seek to inform parents when such a question is asked.

## **5. Partnership with Parents**

- 5.1. The school is aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supportive relationship with parents/carers through mutual understanding, trust and co-operation. In prompting this objective we:
  - Inform parents about the school's sex education policy through an information leaflet, which also invites parents to a briefing meeting;
  - answer any questions parents might 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;
  - seek to work together with Parents/Carers to support the child with regard to sex education. We believe that, through this mutual exchange of knowledge and information, children will benefit from consistent messages about their changing bodies and increasing responsibilities.
- 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. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Headteacher. It is not possible to withdraw pupils from the elements of the programme that are part of the science curriculum as these are statutory requirements.

## **6. Confidentiality and Safeguarding**

- 6.1. Teachers conduct sex education in a sensitive manner and in confidence. However, if a child makes reference to being involved, or possibly involved, in sexual activity, then the teacher will take it seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that he/she may have been a victim of abuse. The teachers will share any concerns with the designated teacher for child protection and safeguarding (in our school this is the Headteacher). The matter will then be dealt with in line with our Child Protection Policy.

## **7. The Role of the Headteacher**

- 7.1. 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 they can teach effectively and handle any difficult issues with sensitivity. This training is usually provided 'in-house.'

## **8. Monitoring and Review**

- 8.1. Monitoring is the responsibility of the Teaching and Learning Committee of the Governing Body to monitor this policy on an annual basis. The Committee gives serious consideration to any comments from parents about the sex education programme and makes a record of all such comments. Governors will scrutinise the materials used in the teaching of sex and relationships education to see that they are in accordance with the school's aims and values.