

Draft Campsbourne Federation Sex and Relationships Education Policy

Introduction:

The 2000 DfES Sex and Relationship Education Guidance recommends that 'All primary school should have sex and relationship education programme tailored to the age and the physical and emotional maturity of the children. It should ensure that all children

- Develop confidence in talking, listening and thinking about feelings and relationships;
- Are able to name parts of the body and describe how their bodies work;
- Can protect themselves and ask for help and support; and
- Are prepared for puberty.'

Aims and Objectives:

Sex and Relationship Education is lifelong learning about physical, moral and emotional development. **It is not about the promotion of sexual activity or orientation.**

Sex and Relationship Education (SRE) should

- ensure that
 1. young people learn about the nature of marriage and its importance for family life;
 2. Other long term relationships and the importance of family continuity and stability in the bringing up of children;
 3. young people are protected from teaching materials which are inappropriate, having regard to the age, the religious and cultural background of the pupils concerned
- help all pupils understand their physical and emotional development and enable them to make positive decision in their lives.

Sex and Relationship Education, within Personal, Social and Health Education (PSHE) should enable pupils to become aware of a range of views about relationship issues and to reach their own decision-making in relationships.

Both boys and girls should be prepared for puberty and girls should be prepared for menstruation before their periods start.

Methodology:

In all year groups it is essential that the correct vocabulary be used for the body parts, including sex organs. Correct terminology should be used. It is important to use these words as early as possible. Consistent use of the correct words (recommended to be taught in key Stage 1) will get over the potential 'giggle' factor later and enable children to use the words without embarrassment.

All staff will be required to read the School's Child Protection Policy. At each session teachers will

1. Establish and reinforce ground rules and introduce 'distancing' techniques.
2. Reiterate what has been covered in the previous teaching session
(When planning Sex and Relationship Education, teachers will take into account the pupils' existing knowledge and understanding. This is particularly important in our school as children are leaving and joining the classes on a regular basis.)
3. Make use of discussion and project learning.
4. Encourage reflection.

Some sessions will be delivered to single sex groups to ensure that the children feel more comfortable about asking questions.

Sex and Relationship Education may also be covered in other subject areas, such as Science 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.

A course outline covering Year 3 – Year 6 is attached to this Policy document.

Confidentiality

There is a confidentiality clause in the Child Protection Policy which explains the boundaries of teachers' legal, professional roles and responsibilities, which is reassuring to them, the children and their parents/carers. Teachers need to work within the school child protection policy if they believe the child is at risk of serious harm. Visitors to the school must work within school policies such as Sex and Relationships Education and Child Protection. School nurses and other health professionals work within their own ethical guidelines when working with individual pupils in schools, but not when they are in the classroom.

The protocols of our Sex and Relationships Education policy make it explicit that no personal remarks or information should be made in public. Any private or personal issues can be discussed with a teacher but information disclosed must not be kept confidential if the child's safety is at risk.

Role of parents/carers

The school is well aware that the primary role in children's sex and relationships 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/carers about the school's sex and relationships education policy and practice;
- Answer any questions that parents/carers may have about the sex and relationships education of their child'; take seriously any issues that parents/carers raise with teachers or governors about this policy or the arrangements for sex and relationships education in the school;
- Encourage parents/carers to be involved in reviewing the school policy and making modifications to it as necessary.
- Inform parents/carers about the best practice known with regard to sex and relationships education, so that the teaching in school supports the key messages that parents and carers give 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 increasing responsibilities.

Parental right to withdraw

Parents/carers have the right to withdraw their child from the non-statutory parts of their Sex and Relationships Education, but **not from that statutory that part which is delivered in the science curriculum.**

Role of the Head Teacher

It is the responsibility of the Head Teacher to ensure that both parents/carers and staff are informed about Sex and Relationship Education policy and that it is implemented effectively.

Monitoring and Review

The curriculum committee of the governing body monitors our Sex and Relationships Education policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The curriculum committee gives serious consideration to any comments from parents/carers about the Sex and Relationships Education program.

Proposed date of implementation: September 2009