

Honington CEVCP School

Policy on Sex and Relationship Education

This policy should be viewed within the context of the Christian distinctiveness of Honington CEVCP School where all members of our school community are nurtured and supported in line with Christian values and beliefs.

1. Introduction

1.1 At Honington CEVCP School Sex Education is to be seen as learning about human relationships, but in particular it is about the qualities and values of family life. It involves children in learning about themselves and others, as members of the male or female sex.

1.2 We have based our school's sex education policy on the DfEE guidance document 'Sex and Relationship Education Guidance' (ref DfEE 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.'

1.3 As a primary school we will teach sensitively about sex, sexuality, and sexual health in an appropriate way. As a staff we will deal with any of the children's questions in an age-appropriate manner.

1.4 Sex education is part of the Personal, Social, Health and Citizenship Education curriculum in our school, using SCC (Suffolk County Council) programmes. It touches on aspects of science through animal and human science.

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 (within the context of work on animal/human science)
- respect for their own bodies
- the importance of a committed, long-term, and loving relationships
- the importance of family life
- relationship issues
- respect for the views of other people

3. Context

3.1 In PSHE we teach children about relationships, and we encourage children to discuss issues.

3.2 We teach about the parts of the body and how these work, and we explain to the children, in age appropriate terms, what will happen to their bodies as they grow into adults.

3.3 Most of the work to do with growth and change will be contained within units of work in Science in Key Stage 1 and 2, and Emotional Development, Physical Development and Knowledge and Understanding of the World in the Foundation Stage.

3.4 In Key Stage 1, we teach children that animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body.

3.5 Children learn to appreciate the differences between people and how to show respect for each other.

3.6 In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth (including puberty and human reproduction at Y5/6).

4. The role of parents and carers

The school is well aware 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:

4.1 Inform parents and carers about the school's sex education policy and practice.

4.2 Answer any questions that parents and carers may have about the sex education of their child.

4.3 Take seriously any issue that parents and carers raise with teachers or governors about this policy or the arrangements for sex education in the school.

4.4 Encourage parents to be involved in reviewing the school policy.

4.5 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.

4.6 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.

4.7 Parents have the right to withdraw their children from all or part of the sex and relationship education provided at school, except for those parts included in the statutory National Curriculum. Our school will make alternative arrangements in such cases.

5. The role of other members of the community

5.1 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.

5.2 In particular, local health professionals, such as the school nurse, would be called upon for specific advice.

6. Confidentiality

6.1 Teachers conduct lessons dealing with the body or its functions in a sensitive manner and in confidence.

6.2 However, if a child gives any clue that he/she has inappropriate knowledge, experience of, or fear about sexual activity, then the teacher will take the matter seriously and deal with it as a potential matter of child protection, as outlined in the Safeguarding Children Policy. The Designated Safeguarding Lead will follow procedures in accordance with the Safeguarding Children Policy.

7. The role of the Head Teacher

7.1 It is the responsibility of the Headteacher to ensure that our Sex and Relationship Education Policy is available to staff, governors, parents and carers, and that the policy is implemented effectively.

7.2 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.

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

8. Monitoring and review

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This policy is monitored on a day-to-day basis by the Headteacher, who reports to governors on request about the effectiveness of the policy.

This policy will be reviewed in accordance with the school's review cycle, or earlier if necessary.

March 2016

Review – March 2019