

# **Cavendish Primary School**



## **Sex and Relationships Education Policy**

**Spring 2009**

**To be reviewed Spring 2010**

## **Cavendish Primary School Sex and Relationship Education Policy**

### **Introduction**

Cavendish School's sex and relationships education policy is based on the DfES guidance document Sex and Relationship Education Guidance and on the Hounslow Guidelines published Jan 2000. The DfES Guidance document defines sex and relationships education 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 and relationships education is part of the personal, social and health education curriculum in our school. While we use sex and relationships 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. We do not use sex and relationships education as a means of promoting any form of sexual orientation.

This policy was developed after reviewing our delivery of Sex and relationships education under our existing policy and our work on Personal, Social, Citizenship and Health Education PSICHE.

### **Aims and objectives**

Through the Sex and Relationships curriculum, children at Cavendish learn about:

- the physical development of their bodies as they grow into adults;
- the way humans reproduce; (part of the Science National Curriculum)
- respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
- the importance of family life;
- moral questions;
- relationship issues;
- respect for the views of other people;
- sexual abuse and what they should do if they are worried about any sexual matters. (The school has a Child Protection policy which is published on the School's website and available on request from the school office.)

## **Context**

Children at Cavendish Primary School learn about sex and relationships education in the context of the school's aims and values framework which are set out in full in the School Ethos and Vision statement, (see school prospectus and Cavendish Code on the school website). While sex and relationships education in our school means that children learn about sexual behaviour, this is underpinned by the moral code and values which underpin all our work in school. In particular, we believe that:

- sex and relationships education should be taught in the context of marriage and family life and loving, safe relationships;
- sex and relationships education is part of a wider social, personal, spiritual and moral education process;
- children should be taught to have respect for their own bodies;
- 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.

## **The National Healthy School Standard**

We now participate in the National Healthy School Standard scheme, which promotes health education. As participants in this scheme we:

- consult with parents on all matters of health education policy;
- train all our teachers to teach sex and relationships education. Should any member of staff feel unable to deliver the programme the Head or Deputy will arrange to do so;
- listen to the views of the children in our school regarding sex and relationships education in class and via the School Council;
- look positively at any local initiatives that support us in providing the best sex and relationships education teaching programme that we can devise.

## **Organisation**

We teach sex and relationships education through different aspects of the curriculum. While we carry out the main sex and relationships education teaching in our personal, social, citizenship and health education (PSCHE) curriculum, we also teach some sex and relationships education through other subject areas (for example, science and PE), where we feel that they contribute

significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.

In PSCHE 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 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 science lessons, teachers inform children about puberty and how a baby is conceived and born, following the guidance material in the national scheme of work for science. 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.

In Years 4, 5 and 6 we place a particular emphasis on sex and relationships education as well as health issues, 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. All questions are answered 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.

All parents and carers of children in Years 4, 5 and 6 are invited to discuss this particular programme of lessons, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching. Opportunity is given to ask questions and clarify any points of concern.

### **The Role of Parents and Carers**

The school is very 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 and carers of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school's sex and relationships education policy and practice;
- answer any questions that parents may have about the sex and relationships education of their child;

- take seriously any concerns that parents raise with teachers or governors about this policy or the arrangements for sex and relationships education in the school;
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- inform parents about established good practice with regard to sex and relationships 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.

Parents have the right to withdraw their child from all or part of the sex and relationships education programme taught in our school. If a parent or carer wishes their child to be withdrawn from sex and relationships education lessons, other than the compulsory part of the programme regarding reproduction in the science curriculum, they should discuss this with the headteacher, making it clear which aspects of the programme they do not wish their child to participate in.

### **The Role of Other Members of the Community**

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 Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex and relationships education programme.

### **Confidentiality**

Teachers conduct sex and relationships 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 Designated Teacher for Child Protection (currently Head or Deputy Head) as a matter of urgency. The headteacher will then forward the matter to the appropriate Authority, usually Social Services and/or the Police. The School's Child Protection Policy offers further information on this process.

### **The Role of the Headteacher**

It is the responsibility of the headteacher to ensure that both staff and parents are informed about our sex and relationships education policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to

ensure that members of staff receive appropriate training to enable them to teach effectively and handle any difficult issues with sensitivity.

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

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

### **Monitoring and Review**

The PSHCE and Science coordinators monitor the delivery of the areas of the sex and relationship policy for which they have responsibility.

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. The Curriculum Committee gives serious consideration to any comments from parents about the sex and relationships education 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 sex and relationships education programme that we teach in our school.

**M. Flaherty**

**Approved by Gov Body: Spring 2009**

**To be Reviewed: Spring 2010**

**(See also Schemes of Work for draft SoW outline.)**

DfES guidance document Sex and Relationship Education Guidance (ref DfEE 0116/2000)