

High Hesket CE School

SEX AND RELATIONSHIP EDUCATION POLICY

This policy covers our school's approach to Sex and Relationship Education at High Hesket CE School. It was produced by the head teacher and governors in consultation with parents.

Values Statement

At High Hesket CE School the curriculum is firmly rooted in its Christian foundation, enabling every child to grow spiritually and emotionally; fostering imagination and a deep sense of personal identity and self-worth; providing guidance based on our core values: respect, courage, friendship and perseverance.

Mission Statement:

At High Hesket C of E Primary School, we are committed to providing the very best education possible, with a wide variety of stimulating learning opportunities in a safe, happy environment that promotes our Christian ethos and principles. Individuals and their talents are valued to enable each to achieve confidence and the ability to become a valuable member of society.

High Hesket C of E School Motto

"Treat others as you would wish them to treat you"

What is Sex and Relationships Education?

Sex and relationships education involves learning about sex, sexuality, emotions, relationships, sexual health and ourselves. The term 'sex and relationships education' represents learning in a variety of settings. High Hesket Church of England School believes that it is vitally important to educate people about sex and relationships to ensure that they have all the information and advice they need to explore, develop and express their own sexuality safely.

The HMI Document Health Education 5-16 Curriculum

Digital mobile phones and 24-hour-a-day access to the online world are an everyday part of British childhood. As a result most children will have seen online pornography before they leave primary school and will have been asked for a sexual digital image of themselves by a friend before they leave secondary school. As a result, our children must be prepared for life in the 21st century.

There are two major areas where sex education may occur in school:

- 1) in the "formal curriculum" i.e. the planned programme of learning activities which are expressed through the school's timetable. Sex and Relationship Education may then be taught:
 - 1) within one subject area - science.
 - 2) within health, social/personal education topics.
 - 3) as a subject in it's own right.
- 2) in the "informal" curriculum - a lot of Sex and Relationship Education in the primary school will be delivered in an informal way in response to questions. The information will be given sensitively and in a manner appropriate to the maturity and needs of the child.

During the Key Stage 1 phase, Sex and Relationship Education will not be taught in any “formal” sense. Matters relating to sexuality will be dealt with straight-forwardly, but informally as and when they arise. For example, the birth of pets may be linked by young children to the birth of human babies.

In the Key Stage 2 phase Sex and Relationship Education will also be provided informally as the need arises, but it will also be catered for in lessons or integrated courses within the science curriculum. In any teaching related to Upper Key stage 2 part of of the National Curriculum (*‘Animals including humans’: Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.*).

Sex and Relationships Education will also form part of the PSHE curriculum in order that pupils learn to keep themselves safe, develop positive relationships. In Years 5 and 6 the children will watch appropriate visual resources. Boys and girls will work together in some sessions but will work separately on occasions to allow for discussions to take place and questions to be answered.

The following major issues, listed in alphabetical order, will be addressed in Year 5 and 6.

- a) Conception.
- b) Emotional, physical and social development.
- c) Family lifestyles.
- d) Loving relationships.
- e) Masturbation.
- f) Menstruation.
- g) Personal safety.
- h) Prejudice.
- I) Promotion of self-esteem.
- j) Relationships.
- k) Reproduction.
- l) Rights and responsibilities.
- m) Social Media including sexting

Some parents may be concerned that sex education will:

- be at odds with their moral or religious views.
- cause distress to them and/or their children.
- cause conflict between the parent and the child.
- involve the use of inappropriate language.

There is need for partnership and trust between parents and the school. Parents have the right to withdraw their child from specific SRE lessons. They will be informed by letter when these sessions are going to be delivered and may at any time discuss issues with members of staff. The resources that will be used with the pupils will be available for parents to view prior to them being used with pupils.

Through a planned sex education programme we aim to:

- 1) eradicate myths.
- 2) complement and support the work of parents.
- 3) ensure that young people are less ignorant of sexual matters.
- 4) transmit moral values which extol the virtues of family life.

- 5) counter the negative influences of the media.
- 6) translate insights on human life into positive health-related behaviour.
- 7) promote a positive self-image in each child so that they respect themselves and others.
- 8) encourage effective communication.
- 9) develop an awareness of the changes in body functions as life progresses.
- 10) ensure that the children receive accurate factual information.
- 11) help children to resist negative peer pressure and develop resilience
- 12) encourage young people to view sexual activity within the context of a loving family, (this is not a stereotype, but refers to a loving, stable relationship of adults with children).
- 13) highlight and reassure children that there is natural variation in the timing of bodily changes and developmental stages.
- 14) respond to the specific needs of individual children.

Organisation

In order to accommodate the broad span of emotional, intellectual and physical development of pupils, it will occasionally be necessary to identify small groups of pupils to work on specific issues relating to human sexuality. At other times, during topic work, sex education issues will be part of all the children's work. An atmosphere conducive to the asking and answering of questions needs to prevail at these times. Children need to know that all questions are acceptable and that they will be dealt with in a sensible, considered manner and that there is no need for reluctance or embarrassment.

Summary

- All pupils are entitled to receive sex education regardless of ability, gender, race, religious belief or social group.
- Sex education is more than transmission of biological facts.
- Sex education may appear in many places in the curriculum.
- Sex education is a continuous process which acknowledges the developmental needs of all pupils.
- Sex education should not cause personal hurt or offence to anyone.
- Sex education should focus on healthy development.
- Sex education should be set in the context of family life.
- Sex education should not be seen as an isolated event, but as part of the broader provision of health education.
- Sex education taught in school should be sensitive to the wishes of parents.
- All staff are involved in teaching sex education.

Parents will be informed about the policy through the school newsletter and it will be available on the website.

Links to other policies

Behaviour

Child Protection

Equality

Policy reviewed: March 2015

Reviewed 6th July 2017

Headteacher: Margaret Taylor

Chair of Governors:

AllastairTurnbull

