

# Stanbridge Primary School

## SEX AND RELATIONSHIP EDUCATION POLICY



Signed (Chair):	Name: Mrs M Todd	Date: 06/07/15
Signed (Headteacher):	Name: Miss F Bertham	Date: 06/07/15
Ratified: by Full Governing Body		Next Review: Term 6 (16/17)

## Equality Impact Assessment (EIA) Part 1: EIA Screening

<b>Policies, Procedures or Practices</b>	Sex and Relationships Education Policy	<b>Date:</b>	06/07/15
EIA CARRIED OUT BY:	F Bertham	EIA APPROVED BY:	F Bertham

### Groups that may be affected:

<b>Are there concerns that the policy could have a different impact on any of the following groups? (Please tick the relevant boxes)</b>	<b>Existing or potential adverse impact</b>	<b>Existing or potential for a positive impact</b>
<b>Age</b> (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		
<b>Disability</b> (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		
<b>Gender Reassignment</b> (transgender)		
<b>Marriage and civil partnership</b>		
<b>Pregnancy and maternity</b>		
<b>Racial Groups</b> (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		
<b>Religion or belief</b> (practices of worship, religious or cultural observance, including non-belief)		
<b>Gender</b> (male, female)		
<b>Sexual orientation</b> (gay, lesbian, bisexual; actual or perceived)		

Any adverse impacts are explored in a Full Impact Assessment.

# **Stanbridge Primary School**

## **Sex and Relationship Education Policy**

The school takes safeguarding of pupils extremely seriously. This policy should be read in conjunction with the Child Protection and ICT/Internet Safety Policies.

1. Introduction	We have based the school's sex and relationships education policy (SRE) on the DfEE guidance document Sex and Relationship Education Guidance (ref DfEE 0116/2000). SRE 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. It is also about the teaching of sex, sexuality and sexual health". SRE is part of the PSHE curriculum in our school. While we use SRE 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 SRE as a means of promoting any form of sexual orientation.
2. Aims and Objectives	We teach the children about <ul style="list-style-type: none"><li>• the physical development of their bodies as they grow into adults</li><li>• the way humans reproduce</li><li>• respect for their own bodies</li><li>• the importance of family life</li><li>• moral questions</li><li>• relationship issues</li><li>• respect for the views of other people</li></ul>
3. Context	We teach SRE in the context of the school's aims and values. While SRE in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all our work in school. In particular, we teach SRE in the belief that: <ul style="list-style-type: none"><li>• SRE should be taught in the context of family life</li><li>• SRE is part of a wider social, personal, spiritual and moral education process</li><li>• children should be taught to have respect for their own bodies</li><li>• children should learn about their responsibilities to others, and be aware of the consequences of sexual activity</li><li>• it is important to build positive relationships with others, involving trust and respect</li><li>• children need to learn the importance of self control</li></ul>
4. Organisation	SRE is placed within the context of the school's scheme of work for PSHE.  In reception to Year 4 this work is tackled throughout the year during PSHE and Science lessons as well as circle time activities. In Years 5 and 6 some work will be covered in this way, but the main section of the work will be covered through an organised programme of lessons, with Year 5 focusing on puberty, growing up and changes. Year 6 has a recap of puberty and reproduction.  We arrange a meeting for all of the parents or carers of children in Year 5 and 6 to discuss this particular programme of lessons, to explain what the issues are and how they are taught, and to see the materials used in its teaching.

<p>5. The Role of Parents</p>	<p>The school is well aware that the primary role in children's SRE lies with parents or carers. We wish to build a positive and supporting relationship with parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:</p> <ul style="list-style-type: none"> <li>• inform parents about the school's SRE policy and practice</li> <li>• answer any questions that parents may have about the SRE of their child</li> <li>• take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for SRE in the school</li> <li>• inform parents about the best practice with regard to SRE, so that the teaching in school supports the key messages that parents and carers give to children at home.</li> </ul> <p>Parents have the right to withdraw their child from all or part of the SRE that we teach in our school except for those parts of the statutory curriculum. If a parent wishes their child to be withdrawn from SRE lessons, they should discuss this with the Headteacher.</p>
<p>6. The role of other members of the community</p>	<p>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, local healthcare professionals.</p>
<p>7. Confidentiality</p>	<p>Teachers conduct SRE lessons in a sensitive manner and in confidence. However, if a child makes a reference of 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. These concerns will be notified to the Headteacher, who will then deal with the matter in consultation with health care professionals. (See Child Protection Policy.)</p>
<p>8. The role of the Headteacher</p>	<p>It is the responsibility of the Headteacher to ensure that both staff and parents are informed about SRE 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 that they can teach effectively and handle any difficult issues sensitively. The Headteacher liaises with external agencies regarding the school SRE 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.</p> <p>The Headteacher monitors this policy with the PEPD Team leader on a regular basis and reports to governors, when requested, on the effectiveness of the policy.</p>