

# St Mark's CE Primary School

Ramslye Road  
Tunbridge Wells  
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## Sex and Relationships Policy

Headteacher: Robin Dungate  
Chair of Governors: Karen Stevenson

**Updated:** May 2015  
**Ratified:** 18<sup>th</sup> May 2015 at the FGB  
**Review date:** May 2017

**Signed by Chair of Governors:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## **1 Introduction**

**1.1** We have based our school's sex and relationships education policy on the DfEE guidance document Sex and Relationship Education Guidance (ref DfEE 0116/2000). In this document, sex and relationships 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. 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.

## **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;
- 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;
- sex abuse and what they should do if they are worried about any sexual matters.

## **3 Context**

**3.1** We teach sex and relationships education in the context of the school's aims and values framework. While sex and relationships education 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 sex and relationships education in the belief that:

- sex and relationships education should be taught in the context of marriage and family life;
- 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.

## **4 Organisation**

- 4.1** 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 and health education (PSHE) 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 a child's knowledge and understanding of his or her own body, and how it is changing and developing.
- 4.2** In PSHE 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.
- 4.3** In science lessons teachers inform children about puberty and how a baby is born. For this aspect of the school's teaching, we follow the guidance material in the national scheme of work for science. 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. We also teach about life processes and the main stages of the human life cycle in greater depth.
- 4.4** In Year 5 we place a particular emphasis on health education, as many children experience puberty at this age – this can be revisited in Year 6 as necessary. We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons and involve the school nurse. Teachers do their best to answer all questions 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 (as stated earlier in this policy).
- 4.5** We arrange a meeting for all parents and carers of children in Year 5 to discuss this 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.

## **5 The role of parents**

- 5.1** 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 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 issue 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 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 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.

**5.2** Parents have the right to withdraw their child from all or part of the sex and relationships education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex and relationships education lessons, they should discuss this with the headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

## **6 The Role of the teacher**

- Resources and expertise from appropriate outside agencies may be utilised alongside teaching staff within the framework of this policy.
- Discussion will be encouraged at all times
- Ground rules for discussion excluding personal questioning of staff or pupils will be established
- teachers shall attempt to deal with questions in a sensitive, open, frank and matter of fact way.
- Questions concerning homosexuality, sexually transmitted diseases and contraception will be answered if raised.
- Difficult or explicit questions do not have to be answered directly. Teachers will use their own discretion in these situations.
- Most groups will be mixed gender but if felt more appropriate, single sex or age groups may be formed.

## **7. The role of other members of the community**

**7.1** 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. 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. Other people that we call on include local clergy, social workers and youth workers.

## **8 Confidentiality**

- 8.1** 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 child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the headteacher. The headteacher will then deal with the matter in consultation with health care professionals.(See also Child Protection Policy.)

## **9 The role of the headteacher**

- 9.1** 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 are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- 9.2** 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.
- 9.3** The headteacher monitors this policy on a regular basis and reports to the Governors' Learning and Development Team, when requested, on the effectiveness of the policy.

## **10 Monitoring and review**

- 10.1** The Learning and Development Team of the governing body monitors our sex and relationships education policy on two year basis. This team reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Governors Learning and Development Team gives serious consideration to any comments from parents about the sex and relationships education programme, and makes a record of all such comments.