

# Slaithwaite CE J & I School



# Sex and Relationships Policy

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## **SEX AND RELATIONSHIP POLICY**

Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives. The aim of this policy and our curriculum is to help and support young people through their physical, emotional, spiritual and moral development, helping them to learn to respect themselves and others and move with confidence through adolescence into adulthood.

Boys and girls are taught together except where there are particular reasons for separation, as the School considers it to be important for both genders to understand the others' needs. The School is sensitive to the specific needs of all our children.

This policy complements the School's Mission Statement, its religious foundation and its programme of Personal, Social and Health Education.

### **Aims and objectives**

To teach children about:-

- the physical development of their bodies as they grow into young adults;
- changes in their emotions as a consequence of growing up;
- the way humans reproduce;
- respecting their own bodies and the place of sexual activity as part of a committed, long-term, and loving relationship;
- the importance of family life;
- relationship issues;
- respect for the views of others;
- moral issues and questions

### **Context**

Sex and relationship education is delivered in a variety of ways:-

- classroom topics
- curriculum subjects e.g. PSHE, Science and PE
- story/circle time/PSHE/RE
- the inclusion of other professionals

The Sex and Relationship Programme is planned so that classroom materials and activities reflect the children's intellectual, emotional, moral and spiritual maturity. We aim to give children correct information and challenge inappropriate language, attitudes and behaviour.

## Content

**Children in the EYFS** will begin to develop an awareness of the aspects consolidated in KS1, through the Early Learning Goals of 'Personal, Social and Emotional Development' and 'Understanding of the World'.

**Children in Key Stage 1** will learn:

- that all animals including humans, move, feed, grow, use their senses and reproduce;
- to recognise and compare the main external parts of the bodies of humans;
- that humans and animals can produce offspring and these grow into adults;
- to recognise similarities and differences between themselves and others, and treat others with sensitivity;
- how to recognise safe and unsafe situations;
- how to identify and be able to talk to someone they trust.

**Children in Key Stage 2** will learn:

- that life processes common to humans and other animals include nutrition, growth and reproduction;
- about the main stages of the human life cycle;
- how to express their opinions about relationships and bullying;
- how to listen and support others;
- to respect other people's viewpoints and beliefs;
- to recognise their own worth and identify positive things about themselves;
- the importance of recognising safe and unsafe situations;
- the importance of how to identify and be able to talk to someone they trust.

Year 5 children, in their transition year, will receive additional guidance and support for the onset of puberty.

## Sensitive issues

Opportunity is provided for children to talk honestly and openly, but at the same time the programme respects the variable pace of children's maturity, so certain topics of a sensitive nature (e.g. abortion, same sex relationships, gender issues, homosexuality, S.T.Ds, H.I.V./A.I.D.S) are discussed only if they arise naturally, rather than as part of a planned programme.

Teachers are expected to use their professional skills and discretion when answering children's questions. They may wish to refer children to their parents/careers or answer their questions individually at a later time. If a teacher is concerned or in any doubt he/she should consult with the Headteacher or Chair of Governors.

Should there be any disclosure or suspicion of abuse the School's Child Protection and Safeguarding Policy/Procedures will be followed.

### **Confidentiality**

Sex and health education lessons are conducted in a sensitive manner and in confidence, whenever possible, but confidentiality cannot be guaranteed. 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 he/she may have been a victim of abuse. In these circumstances the teacher will, as a matter of extreme urgency, follow the procedures/ protocol laid down in the School's Child Protection and Safeguarding Policy.

### **The role of parents/carers**

The School believes that the primary role in children's sex and relationship education lies with parents/carers.

We hope to build a positive and supporting relationship with parents/carers of children in our School through mutual understanding, trust and cooperation.

To achieve this objective we will:

- inform parents/carers about the School's Sex and Relationship Policy.
- answer any questions they may have regarding the sex and relationship education of their child.
- consider carefully any issues that parents/carers raise with teachers or governors about this policy or the arrangements for teaching sex and relationship education.

Parents have the right to withdraw their child from all or part of the sex and relationships programme after consultation with the Headteacher.

### **The role of the Headteacher**

It is the responsibility of the Headteacher to ensure that both staff and parents/carers are informed about our Sex and Relationship Policy, and that it is delivered effectively.

Members of staff must be given sufficient training to teach this subject effectively and handle any difficult issues with sensitivity.

### **The role of teaching staff**

All teaching staff will deliver the sex and relationship programme through the P.S.H.E. curriculum and other curriculum areas, conducting all lessons in a sensitive manner and with confidence.

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

Visiting speakers, including the school nurse or other professionals may be used to deliver some of the health education and relationships programme and provide advice and support for our children. They will be qualified to do so and suitably experienced.

Visitors will be accompanied, in class, by the class teacher, and any materials used will have been seen and agreed by the Headteacher before use.

The policy will be made available to parents/carers via the School Website.

**Review date: April 2019**