

## **Two Moors Sex and Relationships Education Policy**

Sex education is part of the personal, social and health education in our school, which supports children in understanding their own physical and emotional growth. The school is aware that due partly to the earlier onset of puberty, and partly to the greater awareness of sexual issues on the part of the children, there is a greater need to confront these issues and approach them through the curriculum in a considered manner.

Sex education will:

- Be developmental and be appropriate to the age and stage of the child: common starting levels cannot be assumed
- Put forward factual knowledge and encourage the exploration of facts
- Examine opinions and concepts and encourage discussion
- Encourage awareness, respect and responsibility for oneself and others
- Provide pupils with knowledge about the body and how it changes from birth to adolescence, adulthood and into old age and help them to cope with these changes together
- Give children and young people the opportunities to develop an understanding of emotional changes and help them to cope with their feelings of fear, happiness, insecurity, sadness, love, hate, anger, trust and respect

### **Aims and objectives**

We teach the children about:

- The physical development of their bodies as they grow into adults
- The way humans reproduce
- Respect for their own bodies
- The importance of family life
- Moral questions
- Relationship issues
- Respect for the views of other people

### **Moral and values framework**

The sex and relationships education programme will reflect the school's over-arching aims and demonstrate and encourage the following values:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, school and wider community

### **Organisation**

We teach sex education through different aspects of the curriculum. Whilst we carry out the main sex education teaching in our personal, social and health education (PSHE) curriculum, we also teach some sex education through other subject areas 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. In PSHE we teach children about relationships, and we encourage children to discuss issues. We teach about parts of the body and how these work, and we explain to them what will happen to their bodies during puberty and we explain to the girls about menstruation. We encourage the children to ask for help if they need it.

In **Key Stage 1** we look at:

- Self-awareness
- How we change and grow
- The body
- Who am I
- Sense of self
- Respect for others
- Ourselves
- Growth – life processes
- What relationships mean
- Forming relationships
- Variation

In **Key Stage 2** we look at:

- Moving and growing
- Life cycles
- Feelings about the future
- Celebration of birth, marriage and death in different cultures
- Body changes in me and others – why are they happening
- Things that go into my body that help and things that harm

With the teaching of sex and relationships education, it is essential that the correct vocabulary and terminology is used for the names of the parts of the body.

### **Why Sex and Relationships Education (SRE) is important in Schools.**

High quality SRE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Children and young people have the right to a good quality education as stated in the UNCRC.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty and young people want to learn about relationships.
- SRE plays a vital part in meeting the schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- A comprehensive SRE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve and thus playing a crucial part in meeting these obligations.

### **The Role of Parents**

The school is well aware that the primary role in children's sex 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 education policy and practice
- Answer any questions that parents may have about the sex education of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arguments for sex education in the school
- Inform parents about the best practice known with regard to sex 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 education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex 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.

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

They will be required to work within the school's moral framework. The school's procedures for working with external agencies and the teaching and learning policy will be followed.

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

It is the responsibility of the headteacher to ensure that both staff and parents are informed about our sex 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.

The headteacher liaises with external agencies regarding the school sex 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.

### **Provision for pubertal pupils**

Sanitary Disposal Units are located in the cubicles of the Years 4, 5 and 6 girl's toilets.

### **Monitoring and Review**

The Teaching and Learning Committee of the governing body monitors our Sex Education and Relationships Policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification.

The Teaching and Learning Committee gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments.

Reviewed 16<sup>th</sup> June 2015

Reviewed 3<sup>rd</sup> May 2016

Reviewed 2<sup>nd</sup> May 2017

Reviewed 1<sup>st</sup> May 2018

Next review May 2019