

Policy on Relationships and Sex Education

1 Introduction

The DCSF document defines Relationships and sex education as 'learning about physical, moral and emotional development'. It also states that children should develop an 'understanding (of) the importance of marriage for life, stable and loving relationships, respect, love and care'. The same document states that Relationships and Sex education should include 'the teaching of sex, sexuality, and sexual health'.

At Foxhill, we teach relationships and sex education as part of our PSHE curriculum throughout school. When giving our children information regarding relationships and sex education, we do so with regard to morality and individual responsibility, and in a way that allows children to ask and explore moral questions. These sessions will be delivered, where at all possible by a member of the same sex as the children in the session i.e., a female adult with the girls and a male adult with the boys.

2 Aims and objectives

Within the appropriate age groups, we teach children about:

- The physical development of their bodies as they grow into adults
- Respect for their own bodies
- The importance of sexual activity as part of a committed, long-term and loving relationship
- The importance of family life, in all its various forms
- Morality
- Relationship issues
- Respecting the views of other people
- Recognising the appropriateness of certain behaviours
- Speaking to the right adults when necessary.

3 Context

While relationships and sex education in our school means that we give children information about relationships and sexual behaviour, we do so with an awareness of the moral code, and of the values which underpin all our work. We ensure that:

- The subject is taught in the context of family life
- It is part of the wider process of social, personal, spiritual and moral education that is taught throughout school
- Children should be taught to have respect for their own bodies
- Children learn about taking responsibility for their own actions, and learning the consequences of their behaviour

- Recognise that they have a responsibility in the way they treat others, and it is important to build positive relationships with others that involve trust and respect

4 Organisation

PSHE sessions allow our children to discuss issues and talk about relationships. They learn about the parts of the body and how these work, and also what will happen to their bodies during puberty, for example, boys' voices will begin to change. The subject of menstruation is explained to both boys and girls at the time felt to be most appropriate. Our children are encouraged to ask for help, information and advice if they feel they need it.

Throughout Key Stage 2, they receive information about puberty and how a baby is born within science lessons. In key stage 1, the children learn about the life cycles of animals, including how humans move, feed and grow. To help with their understanding, the children also learn the main parts of the body. It is during these science lessons that our children learn that we all have differences, and that we need to respect each other.

Different aspects of relationships and sex education are taught through various areas of the curriculum. Sex education is mainly delivered during Healthy Living Week in school to year 5 and 6 children. This will take the form of a one-hour session on three days, and a further one-hour session where the boys and girls are separate. Other areas of the curriculum, such as Science and PE offer the opportunity to develop a child's knowledge and understanding of their own bodies, and the many changes that take place as they develop.

It is appreciated that many children begin to experience puberty in years 5 and 6, so particular emphasis is placed on health education during these years. We liaise with outside agencies, such as the school nurse about suitable materials to help us teach this subject. If a question seems too in depth for the teacher to answer, the child will be directed to discuss it further with their parents at another time. Teachers will always do their best to answer all questions raised by the children with sensitivity and care.

Materials used to teach health education are available for parents to view before they are presented to the children.

5 The role of the parent

At Foxhill Primary School, we appreciate that the primary role of delivering sex education to children lies with the parents. We therefore wish to build a positive and supporting relationship with our parents and carers. We hope to do this through a mutual understanding, trust and cooperation. We do this by

- Keeping parents and carers informed
- Answering questions that parents or carers may raise about the sex education of their child
- Taking seriously any issue that parents or carers raise with teachers or governors
- Encouraging parents and carers to be involved in the teaching of relationships and sex education to their children, by reviewing materials we are thinking of using, and by attending any meetings held

We believe that our children will benefit by home and school exchanging knowledge and information as they will receive consistent messages about their changing bodies and their increasing responsibilities.

Parents and carers retain the right to withdraw their child from all or part of the sex education taught at Foxhill Primary School, excluding that taught as part of the statutory science curriculum, but not the relationships education. If a parent or carer wished to use this right, it should be discussed with the head teacher. The school will always consider the wishes of parents and carers.

6 The role of other members of the community

Other valued members of our community are encouraged to work with us to offer advice and support to our children regarding health education. In particular, members of the Local Health Authority, such as the school nurse and other medical professionals give us valuable support with teaching our sex education programme.

7 Confidentiality

The teaching of sex education in lessons is done with sensitivity, and in confidence. However, should a child intimate that they are involved (or likely to become involved) in sexual activity, the class teacher will take this seriously, and deal with it as a matter of child protection. The same procedure would be adopted should a child indicate that they may have been a victim of abuse. The teacher will not investigate further, but will immediately inform the designated person for child protection within school about their concerns. The head teacher will then deal with the matter in consultation with health care professionals. (See child protection policy for procedures)

8 The role of the Head Teacher

The Head teacher is responsible for ensuring that this policy is implemented effectively. They also have the responsibility of ensuring sex and relationships education is taught to our children within the appropriate guidelines, and that any difficult issues are handled sensitively.

The Head teacher ensures that all adults who work with our children regarding sex and relationships issues are aware of the school policy and work within its framework. It is also the responsibility of the Head teacher to liaise with external agencies regarding the schools' sex and relationships education programme.

The Head teacher monitors this policy regularly, and will report to Governors on the effectiveness of this policy when requested.

9 Monitoring and review

The Curriculum Sub Committee of the Governors will give serious consideration to any comments from parents and carers about the sex and relationships programme taught within school, and keep a record of such comments. The Curriculum Sub Committee will also inform the whole Governing Body as appropriate.

This policy will be reviewed every three years or earlier if necessary.

Reviewed	June 2021
Approved at Governors meeting on	15 th July 2021
Signed	
Date of next review	June 2024