



# Dovecot Primary School



<b>Date of review</b>	
<b>Reviewed by</b>	
<b>Signed</b>	
<b>Next review date</b>	

# Sex & Relationships Education Policy

# DOVECOT PRIMARY SCHOOL

## VISION STATEMENT

*Learning together, growing together*

### **Curriculum Intent Statement**

At Dovecot Primary School the curriculum is designed to recognise children's prior learning, provide first-hand learning experiences, allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers.

Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We provide enhancement opportunities to engage learning and believe that childhood should be a happy, investigative and enquiring time where there are no limits to curiosity and there is a thirst for new experiences and knowledge.

Children leave our school with a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.

#### **Our core values:**

- Excellence in all areas of school life.
- A broad and challenging curriculum.
- Engaged and motivated children.
- High standards of behaviour and expectations.
- A love of lifelong learning.
- Strong and positive relationships within the community.

**"Education's starting point should not be about us. It should be about them, their needs, their aspirations and goals."**

*(Dr Maggie Atkinson, Children's Commissioner for England September 2013)*

## **Context/Introduction**

We have based our school's sex education policy on the DfE guidance document 'Sex and Relationship Education Guidance' (ref DfE 0116/2000). In this document, sex 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 education is part of the personal, social and health education 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 and promoting healthy, informed choices.

## **Aims and Objectives**

The aim of SRE is to provide children with developmental and age-appropriate information and language. They explore attitudes, values and self-identity. The teaching and learning will empower them to make positive choices about their health related behaviours.

Here at Dovecot Primary School we have an ethos of embracing equality and diversity, promoting acceptance and tolerance of difference.

At Dovecot Primary School we feel that it is important that children understand what a positive, healthy relationship can look and feel like. SRE will be taught within this context.

We teach children about:

- the physical development of their bodies, as they grow into adults;
- how to keep themselves safe
- respect and care for their own bodies
- the importance of self-control
- the way humans reproduce
- the importance of family life
- building positive relationships with others, involving trust and respect
- moral questions and to develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- self-esteem and confidence, especially within their relationships with others
- respect for the views of other people, their responsibilities to others
- Sexual and emotional abuse and as part of this the children take part in NSPCC workshops which discuss:
  - ✓ How to recognise abuse
  - ✓ Different types of abuse at a basic level
  - ✓ What to do and how to stay safe

## **Organisation**

The designated teacher with responsibility for coordinating Sex and Relationships Education does so under their role as PSHE subject lead. They work closely with colleagues to ensure a complete, relevant and purposeful curriculum is delivered across the school.

We teach sex education through different aspects of the curriculum. While we carry out the main sex educational teaching in our personal, social and health education (PSHE) curriculum, we also teach it 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.

In PSHE we teach children about relationships, and we encourage children to discuss relationship 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.

In Science lessons within the Foundation Stage (Reception class) the children learn about the concept of males and females and about young animals. In both Key Stage 1 and 2, 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. In Key Stage 1 we teach children about how animals (including humans) move, feed, grow and that they 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. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

In Years 5 and 6, we place a particular emphasis on health education, as many children experience puberty at this age. 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 use the Channel 4 Learning All About Us: Living and Growing Up DVDs and resources to support us with this teaching and always teach this with due regard for the emotional development of the children. Teachers do their best to answer all questions with sensitivity and care.

## **Equality Statement**

As a school we ensure that our resources and language are inclusive of all families. Children will understand that a loving relationship can be between a mum and a dad, dad and dad or mum and mum.

## **The role of parents**

The school is well aware that the primary role in a child's sex education lies with parents and carers. We pride ourselves on having a positive and supporting relationship with all parents as a result of thorough mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school's sex education policy and practices
- communicate with parents about how we teach sex education in school. By doing this the aim is that we support each other in delivering the key messages that children need to be aware of with regards to sex education and relationships
- 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 arrangements for sex education in the school

Parents have the right to withdraw their child from all or part of the school's sex education programme. If a parent wishes for their child to be withdrawn, they should discuss this with the Head teacher, making it clear which aspects of the programme they do not wish their child to participate in.

## **Dealing with difficult questions**

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box. Questions from the anonymous box are sorted through by teachers and the relevant and age appropriate questions are answered in class. Any difficult questions which staff feel are more appropriate for discussion at home are addressed by encouraging the children to discuss these with their parents. There is clear communication with parents about any unanswered questions in school so these can be answered as parents feel is appropriate.

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

"Visitors should complement but never substitute or replace planned provision. It is the PSHE subject leader's and class teacher's responsibility to plan the curriculum and lessons."  
*Sex and Relationship Guidance DfE.*

At Dovecot, we like to 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 education programme.

## **Confidentiality**

Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a disclosure or gives cause for concern, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in the same

way if a child indicates that they may have been a victim of abuse (see 'Safeguarding and Child Protection Policy'). 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 Head teacher (Designated Safeguarding Lead) in line with the school's procedures for children protection and safeguarding.

A member of staff cannot promise confidentiality if concerns exist and we are very open and honest with children about this. We always make sure that children are aware that information may need to be passed on if we are concerned about anyone's safety. This is communicated clearly to children.

### **The role of the Head teacher**

- It is the responsibility of the Head teacher 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 Head teacher'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 Head teacher 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.
- The Head teacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

### **Monitoring and review**

Monitoring is the responsibility of the Head teacher and subject leader.

The school will assess the effectiveness of the aims, content and methods in promoting students learning by sampling teachers planning, looking at PSHE Floor Books, samples of work in Science and RE, questionnaires to teachers and children, pupil voice and feedback from parents as appropriate and relevant.

The effectiveness of the SRE programme of study will be evaluated by assessing children's learning and implementing change if required.

The Curriculum and Pupil Welfare Committee of the governing body monitors our sex education policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. This Committee will give serious consideration to any comments from parents about the sex education programme, and make a record of all such comments in the event of there being any comments raised.

### **Links with other policies**

This policy is linked with the following policies:

- PSHE
- Safeguarding and Child Protection
- Equality and Diversity
- Positive Behaviour
- Anti-bullying