



Bomere Heath Church of England Primary  
School

**LIVING AND GROWING**  
Relationships and sex education policy

AUTUMN 2013

*We **welcome** all children.*

*Our pupils are the heart of everything we do.*

*We strive for **outstanding teaching and learning** with a  
**Christian ethos** for every individual in a **safe and stimulating**  
**environment.***

*We demonstrate by example the power of **creativity, respect**  
**for others and teamwork.***

*We play our part in the **wider community***

## **Relationships and Sex Education Policy**

### **1 Introduction**

- 1.1** Relationships and 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'. Relationships and Sex Education is part of the personal, social and health education curriculum in our school. While we use Relationships and Sex 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 Relationships and Sex Education as a means of promoting any form of sexual orientation.

### **2 Aims and objectives**

We teach children about:

- the physical development of their bodies as they grow into adults, reassuring them that such changes are normal;
- the need to discuss sex and relationship education issues, at home or school, without embarrassment;
- counteracting misleading or false information and challenging sexism or prejudice;
- 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 and proper care of all young creatures;
- moral questions;
- relationship issues, including issues of self esteem and assertiveness;
- equal opportunity issues;
- exploring attitudes and emotions;
- respect for the views of other people;

### **3 Context**

- 3.1** While R.S.E. 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 education in the belief that:
- R.S.E. should be taught in the context of marriage and family life;

- R.S.E. 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 based upon trust and respect;
- children need to learn the importance of self-control.

## **4 Equal Opportunities**

**4.1** At Bomere Heath C.E. Primary School the notion of equality of opportunity is highly valued. The R.S.E. curriculum offers children the opportunity to clarify and develop their attitudes and values relating to:

- gender roles
- stereotyping
- Taking into account the following equality issues:
  - sex
  - race and culture
  - disability
  - ability e.g. differentiation
  - religion
  - sexual orientation
- Sex education may help to counteract certain assumptions and influences in society such as:
  - females being more passive than males;
  - women always being the homemaker;
  - men always working as the “breadwinner”
  - males being aggressive and dominant.

## **5 Organisation**

**5.1** We teach R.S.E. through different aspects of the curriculum. Whilst we carry out the main sex education teaching in the curriculum through our discreet R.S.E. lessons, we also teach some sex education through other subject areas for example, our personal, social and health education (P.S.H.E.) science and PE lessons, 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.

**5.2** In our discreet R.S.E. we use the Channel 4 Living and Growing package which forms the basis of our scheme of work. Age related lessons 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, providing reassurance that changes are part of life’s cycle.

**5.3** In science lessons in both key stages, 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 2 we teach about life processes and the main stages of the human life cycle in greater depth.

**5.4** In Year 5 and 6 we place a particular emphasis on health education, as many children experience puberty at this age. 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).

## **6 The role of parents**

**6.1** The school is well aware that the primary role in children's sex and relationship 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 Relationships and Sex Education policy and practice;
- answer any questions that parents may have about the Relationships and Sex Education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex and relationship 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 Relationships and 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.

**6.2** Parents have the right to withdraw their child from all or part of the Relationships and 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.

## **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 relationship education programme.

## **8 Confidentiality**

- 8.1** Teachers conduct Relationships and Sex 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 accordance with the 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 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 relationship 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 headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

## **10. Our Way of Working**

- 10.1** The units to be covered are dovetailed into our two year science curriculum map, seen at appendix 1.
- 10.2** As part of the package of information included in the school's prospectus, new parents will receive a leaflet about the statutory requirements for the teaching of R.S.E. in school from the D.F.S alongside a more detailed outline of the course content. This can be viewed at appendix 2

## **11 Monitoring and review**

The senior management team and representative of the Governors Committee monitor relationships and sex education policy on a regular basis. These members report its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Governors' Executive Committee gives serious consideration to any

comments from parents about the relationship and sex education programme, and makes a record of all such comments.

### **Resources**

**All about us: Living And Growing.**

Next Review Due – Autumn 2013