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## Holywell Primary School

### Sex and Relationships Education Policy

<b>Status:</b>	Statutory
<b>Approval Body:</b>	Governing Body
<b>Review Frequency:</b>	Annually
<b>Last Review:</b>	July 2019
<b>Next Review:</b>	Summer 2020



# Holywell Primary School

## Sex & Relationships Education Policy

### 1. Purpose

- 1.1 Holywell Primary school is committed to the spiritual, moral, social, cultural, mental and physical development of every pupil. A key aim of the school is that each pupil will develop the skills and knowledge to make decisions. Decisions about how they relate to others can only be made if they have adequate knowledge and understanding of their own physical and emotional development. This is not a task for the school in isolation and we seek to work with parents/carers to ensure that the teaching of sex and relationships education (SRE) reflects their expectations and complements teaching at home. Parents/carers will be informed about the teaching of SRE each term so that they can decide whether or not to withdraw their child.
- 1.2 The development of productive and lasting relationships with others is a deeply important part of human growth and flourishing and therefore of vital importance to this central educational goal. SRE is to be taught within this context. Its purpose is to give children the skills, knowledge and understanding that they will need in order to make responsible decisions about their life, to learn to respect themselves and others and to move with confidence from childhood into adolescence and adulthood. It is centrally concerned with supporting children through their physical, emotional and moral development.
- 1.3 It is essential that SRE is appropriate to the age and stage of development of the children being taught. For younger children, it will have at its centre friendship and the maintenance of healthy and respectful relationships with others. Equally, it is important that children are aware of and prepared for the physical and other changes of puberty before they take place. For all children, SRE will be designed to help them to discuss and deal with difficult social and moral situations that they may be encountering in the present or may encounter in later life. It will help them to make considered choices which are right for them, and to be better able to resist social pressures in relationships of all sorts. It should enable them to recognise how their own behaviour could inappropriately create pressures on others and to avoid doing so. At the appropriate ages, this should include proper teaching of consent, both legally and morally. Close interpersonal relationships are both a source of great joy and fulfilment and also a setting in which people may be at their most vulnerable.
- 1.4 SRE is designed to help children to negotiate their relationships in ways which are positive for them and others. Younger children will learn about negotiating difficult issues and disagreements within friendships, how to respond to difficulties in ways which respect themselves and others and how to recognise and restrain behaviours in themselves which may cause distress to others.
- 1.5 These themes will be developed throughout the SRE programme in ways which are appropriate to the age and maturity of pupils. At appropriate stages, teaching should ensure that children are made aware of the risks of inappropriate, controlling or abusive relationships, helped to recognise the signs and to know where and how to find help if needed.

- 1.6 SRE should enable children to understand and accept themselves and others. It should help children to recognise that people are different from one another and to appreciate and value those differences and understand what will be important to them in a successful relationship and how to communicate this successfully. It should also give children knowledge and skills to prevent prejudice and to challenge it where it occurs. It is not the role of SRE to promote any particular sexuality, but it is the role of SRE to promote respect for and acceptance of others, whatever their sexuality, and to challenge prejudice.
- 1.7 SRE should develop an understanding of the value of stable, loving and caring long-term relationships, as key building blocks of society and as providing a strong basis for bringing up children. It will encourage the appreciation of marriage, civil partnerships, family life and the implications of parenthood, recognising that there are strong and mutually supportive relationships outside marriage. It ensures that no child is stigmatised on the grounds of their own family background or circumstances.
- 1.8 SRE does not encourage early sexual experimentation, but enables understanding of the reasons for delaying sexual activity and the benefits of this. Within this context, it ensures that children in Years 5 and 6 have an understanding of contraception and of the risks of sexually transmitted infections. It sets out to reduce the incidence of unwanted pregnancy and ensures that children are able to discuss and develop understanding of abortion in an appropriate way.
- 1.9 SRE respects the religious and ethical beliefs of pupils and their parents/carers; and parents/carers may withdraw pupils from SRE except in relation to the requirements to teach human reproduction in biology. SRE will focus equally on boys and girls, and all aspects of this policy apply to the education of both.
- 1.10 Holywell Primary school is committed to ensuring that the application of this policy statement is non-discriminatory in line with the UK Equality Act (2010).

## **2. Who was consulted?**

All staff and parents/carers are consulted about the contents of the schemes of work before it is delivered to pupils.

## **3. Relationship to other policies**

SRE forms an integral part of the curriculum policy, and the schemes of work for science, citizenship, and personal, social, and health education (PSHE), and relates to child protection.

#### **4. Roles and responsibilities**

##### **4.1 The Governing Body will:**

- seek the advice of the Headteacher on this policy, keep it up to date, and make it available to parents/carers
- ensure that SRE is provided in a way that encourages pupils to consider morals, the value of family life, and the importance of long term stable relationships.

##### **4.2 The Headteacher will ensure that:**

- the Governing Body is advised about the nature and organisation of SRE and how it reflects the aims and values of the school
- SRE is provided in a way that encourages pupils to consider morals, the value of family life, and the importance of marriage
- pupils are protected from inappropriate teaching materials
- a scheme of work is agreed and implemented
- parents/carers of pupils in Years 5 and 6 are informed about the programme for sex and relationships education at the beginning of the Summer term (see para 1.8).

##### **4.3 Staff who teach SRE are expected to:**

- provide SRE in accordance with this policy and in a way which encourages pupils to consider morals and the value of family life
- participate in training to provide sex education in line with the school curriculum policy
- implement the agreed scheme of work
- draw to the attention of the Headteacher any materials which they consider to be inappropriate
- respond appropriately to those pupils whose parents wish them to be withdrawn from SRE.

##### **4.4 The school will endeavour to ensure that SRE will be taught to girls by a female member of staff and to boys by a male member of staff.**

#### **5. Arrangements for monitoring and evaluation**

The Headteacher will provide a report on the implementation of the scheme of work at the final Governing Body meeting in the summer term together with a record of parental and pupil complaints, the number of pupils withdrawn from lessons, and the number of teachers and other staff involved in training on sex education. Lessons on SRE will be observed in the normal programme of monitoring teaching and the judgements about the impact of the lesson on pupils will be included in the report.