



Holbrook Primary School

# SEX EDUCATION POLICY

## Holbrook Primary School

### Sex Education Policy

Our Sex and Relationships Education (SRE) policy is based on the **Sex and Relationships Education Guidance to Schools (2010)** published by the DCSF. This document defines sex education as *'learning about our bodies, health and relationships; with a particular focus on puberty and growing up, sexual health, sexual intimacy, dealing with emotions and managing personal relationships... SRE teaches children and young people to develop values, attitudes, and learn personal and social skills, and increase their knowledge and understanding to enable them to make informed decisions and healthier life choices.'*

The document goes on to say that *'SRE makes an essential and significant contribution to safeguarding children and young people during their school-age years and into the future. SRE should enable young people to develop skills and confidence to access professional advice and appropriate health services. It enables children to understand their physical and emotional development and enable young people to take increasing responsibility for their own health and wellbeing and that of others.'*

At Holbrook, SRE is a whole-school approach, and is taught through the statutory requirements of the National Curriculum Science Order and our Personal, Social, Health and Economic (PSHE) education.

### **Aims and Objectives:**

**(Taken from Sex and Relationships Education Guidance to Schools (2010) published by the DCSF)**

At Holbrook, we aim to:

- Empower pupils to make informed choices about their education and future adult life
  - Ensure that pupils are prepared for the physical development of their bodies as they grow into adults
  - Develop their confidence in talking, listening and thinking about feelings and relationships, and respect the differences between people
  - Develop a respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship
    - Ensure an understanding of the importance of family life
    - Discuss moral questions;
    - Discuss relationship issues;
    - Ensure pupils know how they can protect themselves and where to ask for help and support
    - Develop an awareness of sex abuse/exploitation, and what they should do if



Tel: 01403 272500

Headteacher: Deborah J. Moss BEd.(Hons.) NPQH

**HOLBROOK PRIMARY SCHOOL**

Holbrook School Lane, Horsham, West Sussex RH12 5PP

Fax: 01403 272600 <http://holbrookschool.co.uk> email: [office@holbrook.w-sussex.sch.uk](mailto:office@holbrook.w-sussex.sch.uk)

*they are worried about any sexual matters.*

Our SRE teaching is intended to be relevant to boys and girls, and to address diverse needs including culture, faith, disability and SEN.

**Context:**

We teach SRE in the context of the school's aims and values (see Curriculum Policy Vision Statement). We teach it gradually, based on 'factually accurate, age-appropriate information', which is built upon year-by-year. It promotes 'equality, inclusion and acceptance of diversity' and promotes 'strong and stable relationships' as well as teaching children about their 'rights and responsibilities' in relation to sex and relationships (DCSF 2010). Our SRE teaching is set in the context of clear values, including the value of family life, marriage and of loving and stable relationships in bringing up children. It teaches children to develop values, attitudes, personal and social skills, and increase their knowledge and understanding to make informed decisions and life choices (adapted from ***DCSF Sex and Relationships Education Guidance to Schools (2010)***).

**Organisation:**

All teachers share the responsibility for teaching SRE, although this is overseen by the PSHCE coordinator and Headteacher. Other staff may be asked to assist, for example teaching assistants, SENCO and learning mentor, as well as members of outside agencies, for example the school nurse. Staff are given access to training opportunities, as and when appropriate.

As mentioned, we teach SRE through different aspects of the curriculum, mainly through PSHE and Science lessons, but also through other lessons, for example PE. Where we feel that they contribute significantly to a child's knowledge and understanding of their own body and how it is changing and developing. Our teaching aims to be 'factually accurate, evidence-based and age-appropriate; be sensitive to faith and cultural perspectives; promote equality, inclusion and acceptance of diversity; promote strong and stable relationships; and provide children and young people with a clear sense of rights and responsibilities' (***DCSF Sex and Relationships Education Guidance to Schools (2010)***)

In PSHE, we teach children about relationships, parts of their body and how these work, and explain to them what will happen to their body during puberty. In science lessons, children learn about puberty and how a baby is born. We introduce the idea of SRE from early on, with children in Key Stage 1 learning about how animals, including humans, move, feed, grow and reproduce, and about main parts of the body (including the sexual organs). Children learn to appreciate the differences between people and how to show respect for each other.

In Key Stage 2 we teach about the life processes and the main stages of the human life cycle in greater depth. By the end of Key Stage 2, we ensure both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is and how it affects women, as well as other questions that may arise relating to puberty and the changes our children will experience. (See Appendix 1 for details of how SRE fits into the PSHE non-statutory framework and Science statutory programme of study, from the DCSF guidance (2010)).

Much of our teaching will come from the starting point of pupils' existing knowledge, and we will take into account children's needs and views about what they wish to learn and how they wish to learn it when planning our sex and relationship lessons.

**Establishing Ground Rules:**

Our SRE lessons offer a safe learning environment, which supports the participation of all pupils. Establishing ground rules helps both pupils and teachers to have a clear understanding of personal boundaries. These ground rules can be developed as part of the school's sex and relationships education policy or individually with each class or year group, but will include rules such as:

- We will treat each other with respect
- We will listen to each other
- We will not laugh or make fun of each others questions
- We will not talk about personal issues and not ask personal questions or make personal comments
- We will use proper words for body parts and sexual activity

No personal questions are asked of or comments made about pupils or staff. This helps to prevent unintended disclosures about personal experience. The classroom is not a confidential environment; the teacher is unable to maintain this if a safeguarding disclosure is made. But teachers will ensure that pupils are aware of where they can go if they need to discuss a personal matter.

Sometimes individual pupils will ask questions and raise issues that are much more advanced than their peers. In this case the teacher can defer the question so that it can be answered in a small group or one to one. If the question raises cause for concern about safeguarding the teacher should discuss this with the school child protection officer in confidence to agree next steps. (Adapted from DCSF Guidance 2010)

### **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 SRE policy and practice
- Encourage parents to be involved in reviewing the school policy and making modifications to it as necessary
- Answer any questions that parents may have about the sex education of their child
- Ensure that parents have access to the policy and are invited to view resources and schemes of work used in the delivery of SRE
- 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 non-statutory SRE programme (i.e. not the Science Programme of Study) that we teach in our school. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss it with the headteacher, and make it clear which aspects of the programme they do not wish their child to participate in.

### **The Role of Other Members of the Community**

We encourage other valued members of the community such as the school nurse and other health professionals to work with us to provide advice and support with our SRE programme. Other people that we can call upon to help include the local clergy and social workers.

### **Confidentiality/Safeguarding**

Teachers conduct SRE lessons in a sensitive manner and in confidence where possible. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then a 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 they may have been a victim of abuse. If the teacher has concerns, they will draw their concerns to the headteacher who is the designated teacher for child protection. The headteacher will then work closely with the Social Services

department and the Area Safeguarding Board when investigating any allegations of abuse. **The child is of paramount importance.**

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

It is the responsibility of the headteacher to ensure that both staff and parents are informed about our SRE 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 SRE programme, and ensures that all adults who work with the children on these issues are aware of the school policy, and that they work within this framework.

The headteacher monitors the policy on a regular basis and reports to the governors, when requested, on the effectiveness of the policy.

### **Monitoring/Review**

The Curriculum and Pupil-Related Committee of the governing body monitors our SRE policy on an annual basis. The committee reports its findings and recommendations to the full governing body as necessary if the policy needs modification. The governors give serious consideration to any comments from parents about the SRE programme.

**Date policy written:** March 2010

**Date policy agreed:** April 2010

**Date of review:**

Appendix 1 – SRE in the Curriculum (From DCSF SEX AND RELATIONSHIPS EDUCATION GUIDANCE TO SCHOOLS (2010))

Key Stage 1 – Sex and Relationships Education in the Curriculum		
PSHE: Non-statutory Framework (NC, 1999)	Science: Statutory Programme of study: (NC, 1999)	Questions to help pupils to explore SRE within the national curriculum
<p>Pupils should be taught:</p> <p>Developing a healthy, safer lifestyle</p> <ul style="list-style-type: none"> <li>• About the process of growing from young to old and how people's needs change</li> <li>• The names of the main parts of the body</li> <li>• Rules for, and ways of, keeping safe...and about people who can help them to stay safe</li> </ul> <p>Developing good relationships and respecting the differences between people</p> <ul style="list-style-type: none"> <li>• To recognise how their behaviour affects other people</li> <li>• To listen to other people, and play and work cooperatively</li> <li>• To identify and respect the differences and similarities between people</li> <li>• That families and friends should care for each other</li> <li>• That there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying</li> </ul>	<p>Pupils should be taught:</p> <p>Life processes</p> <ul style="list-style-type: none"> <li>• That animals, including humans, move, feed, grow, use their senses and reproduce</li> </ul> <p>Humans and other animals</p> <ul style="list-style-type: none"> <li>• To recognize and compare the main external parts of the bodies of humans and other animals</li> <li>• That humans and other animals can produce offspring and that these offspring grow into adults</li> </ul>	<ul style="list-style-type: none"> <li>• What are the differences between girls and boys' bodies?</li> <li>• What are the correct words for the external parts of our bodies ?</li> <li>• Where do babies come from?</li> <li>• How much have I changed since I was a baby?</li> <li>• How do I feel about these changes?</li> <li>• What do I understand about keeping secrets?</li> <li>• Who can I tell if I have a secret or worry?</li> <li>• What is the difference between good touch and bad touch?</li> <li>• How can I be a good friend?</li> <li>• How do I like to be treated by people I know including friends and family?</li> <li>• How am I different and similar to other people?</li> </ul>

Appendix 1 continued– SRE in the Curriculum (From DCSF SEX AND RELATIONSHIPS EDUCATION GUIDANCE TO SCHOOLS (2010))

Key Stage 2 – Sex and Relationships Education in the Curriculum		
PSHE: Non-statutory Framework (NC, 1999)	Science: Statutory Programme of study: (NC, 1999)	Questions to help pupils to explore SRE within the national curriculum
<p>Pupils should be taught:</p> <p>Developing confidence and responsibility and making the most of their abilities</p> <ul style="list-style-type: none"> <li>To recognise as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way</li> </ul> <p>Developing a healthy, safer lifestyle</p> <ul style="list-style-type: none"> <li>About how the body changes as they approach puberty</li> <li>To recognise the different risks in different situations and then decide how to behave responsibly, including...judging what kind of physical contact is acceptable and unacceptable</li> <li>That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong</li> </ul> <p>Developing good relationships and respecting the differences between people</p> <ul style="list-style-type: none"> <li>That their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view</li> <li>To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be</li> </ul>	<p>Pupils should be taught:</p> <p>Life processes</p> <ul style="list-style-type: none"> <li>That the life processes common to humans and other animals include nutrition, movement, growth and reproduction</li> </ul> <p>Humans and other animals</p> <ul style="list-style-type: none"> <li>About the main stages of the human lifecycle</li> </ul>	<ul style="list-style-type: none"> <li>How do I feel about physical and emotional changes at puberty?</li> <li>What skills do I need to cope with my feelings such as mood swings?</li> <li>How do boys and girls' bodies change during puberty?</li> <li>What is the normal variation in our bodies – before and after puberty?</li> <li>How does puberty vary for each individual, including differences in age puberty starts and how puberty can be affected by disability or a medical condition?</li> <li>How is puberty part of my sexual development (including production of eggs/sperm)?</li> <li>How does the sperm and egg meet during sexual intercourse and can conception be prevented?</li> <li>What do I understand about the different ways in which people are able to show love between parents/carers and children and between friends?</li> <li>What are some of the ways that people behave in a loving and happy relationship?</li> <li>What kinds of abuse could happen in relationships, including hurting feelings and violence?</li> <li>Are there different</li> </ul>
<p>effective in relationships</p> <ul style="list-style-type: none"> <li>To recognise and challenge stereotypes</li> <li>That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability</li> <li>Where individuals, families and groups can get help and support</li> </ul>		<p>expectations about how girls and boys behave in relationships and what other choices do they have?</p> <ul style="list-style-type: none"> <li>What is sexist bullying and homophobic bullying and what skills do I need to do something about it?</li> <li>Who can I talk to if I am unhappy or worried?</li> </ul>

**Appendix 2****Resources used to Support SRE Teaching at Holbrook Primary School:**

- Teaching SRE With Confidence in Primary Schools – The Christopher Winter Project  
(Scheme of Work for SRE for Years 1-6)
- Living and Growing DVD – Channel 4 Learning (Different programmes used form Year 1-Year 6, revisited as the need arises)
- BBC Education - ICT resource
- Various fiction books/leaflet literature/appropriate information texts
- Various SEAL (Social and Emotional Aspects of Learning) resources e.g. Changes, Relationships.

**Reviewed:** FEBRUARY 2010

**Governor Signature:** ..... **Date** .....

**Next Review Due:** SPRING 2011