

**St Nicholas Church of England  
Primary School**



**Relationships and Sex Education  
Policy**

## **Relationships and Sex Education Policy**

February 2015

Review Date: February 2019

Member of staff responsible: Mrs A Shearer

### Setting

St Nicholas Church of England Primary School has approximately 100 children on role between the ages of 4 and 11. Boys currently predominate. There are very few children from other ethnic groups. The Governing Body believe that relationships and sex education should form part of the school curriculum, as teachers are in an ideal position to help children understand growth and development, as well as help them feel comfortable to discuss feelings and relationships, before they reach puberty.

### Rationale

The importance of relationships, sexuality and self awareness, in all our lives, is such that they are a crucial part of preparing children for their lives now and in the future as adults and parents. We believe that sex education is best given by parents, as a caring, loving home is the most satisfactory place for these lessons/discussions. The role of the school is very important, however, for it is not always easy for adults to answer children's questions about sex either truthfully or directly. Not all parents are confident about answering questions correctly and without embarrassment. The school's role is to take the initial step by providing basic sex education and so remove the boundary: giving children and parents an opportunity to discuss the subject rationally.

### Aims and Objectives

Our aims for Relationships and Sex Education are formed as part of the wider PHSE curriculum. We believe that children should receive sex education in the wider context of relationships so that they are prepared for the opportunities, responsibilities and experiences of adult life

1. to develop children's confidence in talking, listening and thinking about feelings and relationships
2. to generate an atmosphere where questions about reproduction can be asked and answered without embarrassment to those involved in the discussion
3. to provide acceptable vocabulary for all parts of the body (penis, testicles, vagina, breasts, nipples, puberty, womb, foetus, umbilical core, contraction ovum, ovary, embryo, period, sperm, menstruation, fertilisation)
4. to counteract myths and folklore, some of which is gained directly from adult tales (stork/gooseberry bush) and some from the playground
5. to explain human reproduction in gradually increasing detail - conception, pregnancy, childbirth
6. to understand the nature of marriage and its importance for family life and for bringing up children, but also to recognise that there are strong and mutually

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supportive relationships outside marriage. Children should learn the significance of marriage and stable relationships in society

7. to help children understand appropriate/inappropriate touching and that they have rights and should have control over who touches their bodies and to increase their communications skills about these issues
8. to develop children's ability to protect themselves and ask for support
9. to raise the awareness of the danger of going with 'strangers'
10. to aid communication about forthcoming pubertal changes and all their implications, including communication between parents and children
11. to enable children to accept variation in size, growth rates and the age at which puberty starts - 'Everyone is different'
12. to provide constant reassurance that body changes (physical, emotional and social) are normal and acceptable. Provide support in helping early developers adjust to these changes and prepare other children
13. to ensure that the children's understanding of the changes taking place in their bodies allows a smooth transition from primary to secondary school
14. to help parents understand the nature of relationship and sex education in the primary years and encourage their involvement as sex educators of the children.

**Moral and Values Framework**

The values framework for the delivery of Relationships and Sex Education:

- takes account of pupil level of knowledge and awareness of the issues being addressed
- values each individual pupil to promote self esteem and self respect
- acknowledges and values the range of different family groups represented in the school
- develops respect and sensitivity to others through a knowledge of different lifestyles
- Encourages responsibility for one's actions and an understanding of the consequences of these on one's own well being and that of others.

**Organisation**

Relationships and Sex Education will be taught through the schools' Rolling Programme suited to mixed age, and part of the scheme of work for PSHE, where children can build upon their prior learning. Where possible it will link with aspects of the science curriculum, but may also be taught discretely or through circle time and other PSHE activities.

In Year Six in the Summer Term Y6 are taught separately from their peers. Use of the Channel 4 Living and Growing DVD Pack will support teachers in the deliver of this unit. Lessons may involve outside visitors for specific topics (e.g. school nurse, pregnant mum, new mum and baby).

Suitable sanitary disposal facilities are available and sanitary towels are kept in the medical room. Girls are made aware of this.

We recognise that children may feel that sex education is not relevant to them and are unable or too embarrassed to ask questions. Activities will be planned to help engage children, including some single sex lessons where appropriate.

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Specific Issues

- **Withdrawing children from sex education lessons:** Parents have the right to withdraw their child from some aspects of the sex education programme if they wish to do so. If this happens, the child will be given work supervised by an adult.
- **Informing parents:** Parents will be informed of the content of the sex and relationships education programme in school. Teaching and learning materials will be available for parents to view.
- **Bullying:** Any bullying of a homophobic or sexual nature will be dealt with in accordance with the school's anti-bullying policy. DFES 'Challenging Homophobia'
- **Answering difficult questions:** If children want to know about particular subjects that go beyond the content of the policy, they need to be made aware that for these 'answers' they should discuss further with their parents. There is clearly a link here with confidentiality issues. Children must be made aware that teachers can not guarantee confidentiality if certain disclosures are made to them.
- **Visitors:** Visitors will be made aware of the school's Relationships and Sex Education policy, as well as the level of content of the sessions in which they are involved.

Language and ground rules in lessons

All staff teaching SRE will set ground rules with classes and explicitly revisit them at the start of each lesson.

- No one will have to answer a personal question
- No one will be forced to take part in a discussion
- Only language that will be easily understood and acceptable to everyone in the Class will be used
- Correct names for body parts will be used and reinforced as necessary with children who may still be unsure
- Meanings of words will be explained factually

Students will be involved in the negotiation/setting of these rules.

Monitoring/evaluating

The co-ordinator will monitor the planning and implementation of the SRE Programme throughout the school.

The policy will be reviewed bi-annually.

Chair of Governors.....

Head teacher.....

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