



**Heather Garth  
Primary Academy**  
Stars Aiming High

# Sex and Relationships Education Policy

## Policy Review Details

This review date is a guideline only and if circumstances or recommendations change then the policy will be reviewed and amended as appropriate.

**This policy will be reviewed by the Senior Leadership Team on an annual basis**

**Date of Issue: Summer 2024**

S. Farr

**Chair of Governors Signature**

**Headteacher Signature**

**Date of next review: Summer 2025**



**“The objective of sex and relationships education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHCE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.”  
(DFES July 2000 ref: 0116/2000)**

Rational:

At Heather Garth Primary Academy, we aim to help all our children by ensuring that they have an entitlement to sex and relationships education within the curriculum. We take a pro-active role and believe that sex and relationships education is an essential part of the Personal, Social and Health Education of each child.

**Aim:**

Sex and Relationships Education (SRE) is an integral part of the PSHCE learning process. In developing our policy for SRE we have produced our aims with the intention that all children understand them.

Our aim in teaching SRE is to ensure that all children recognise:

- How important it is to be part of a family and understand there are different types of family that are all equal in value.
- We make friends by listening and caring for others. That we all try to enjoy other people praising us for who we are and the things that we do, and we all develop our ability to talk to people.
- We develop good relationships with other people and care for others as we would hope to be cared for.
- How to take responsibility for themselves and the things they do. How to become confident in making decisions and how not to be pressurised into doing things they are unhappy about. Everyone has the right to say “no”!
- How our bodies and feelings develop is all a normal part of growing up and make us the person that we are.
- We experience different emotions and feelings as we grow. We become confident in having the language to express our feelings and coping with the emotions of losing friends.
- There will always be someone who will try to answer any of their questions. It may be a parent, a teacher, an aunt, anyone we feel happy talking to. Many grown-ups will have been through the same things. We are free to make our own decisions. Some things that we hear may not be true. If we are not sure we can ask a grown up.
- Know that as we grow up there are many changes that take place in our bodies and the way we feel. Bodies grow at their own pace, this is perfectly normal. There is no right or wrong time for the changes to happen.
- How the human body works to produce babies.
- That sexual activities with other people should only be carried out when we are more grown up and within a loving stable relationship.
- That sexual activity can lead to pregnancy and be aware that there are many ways to stop pregnancies; this is called contraception. There should be no cause for embarrassment.
- Understand that it is alright to be different and allow other people to live how they want to and accept them for who they are.
- Know that there are many views on sex and relationship related issues. We can listen to the opinions of others and we must respect those opinions.

## **Context**

We teach children within the context of the school's ethos and aims. We believe that differences should be celebrated and commonalities valued. The most important value that can be taught, is respect. Self-respect and respect for other people. Whilst sex education in our school means that we give children information about sexual behaviour, this is alongside the firm belief that a strong, loving relationship where each person is valued underpins our SRE work in school. In particular, we teach sex education in the belief that:

- Sex education is part of a wider social, personal, spiritual and moral education process.
- Children should be taught to have respect for their own bodies and that everyone should respect the bodies of others.
- Children should learn about their responsibilities to others and be aware of the consequences of sexual activity.
- It is important to build positive relationships involving trust and respect for others.
- Children need to learn to take responsibility for their own actions.

## **The National Healthy School Standard.**

We participate in the National Healthy School Standard scheme, which promotes health education. In line with the BHSS scheme we:

- Consult with parents on matters of health education policy.
- Endeavour to provide appropriate training for staff in all aspects of health education, including SRE.
- Through School and Class Councils, listen to the views of children on aspects of PSHCE.
- Look positively at any local initiatives, which will support us in providing the best sex education programme that we can devise.
- If a parent has any concerns, we would invite the school nurse to become involved; and we are looking to set up a drop-in session.

## **Organisation**

A graduated teaching programme ensures that children are taught what is appropriate for their ability, gender, physical and emotional maturity. SRE commences in the Foundation Stage and continues through to Key Stage 2 and beyond, when the children move on to Key Stage 3.

We teach sex education through different aspects of the curriculum even though the main teaching is in part of our PSHCE curriculum. There may be opportunities, for example, in our PE or Science where we feel that children can gain a greater knowledge and understanding of their own bodies and how they change as they grow.

In SRE we teach children about relationships and we encourage children to discuss issues. We teach the very youngest children about the parts of the body and, as they grow older, we explain to them what will happen to their bodies during puberty. In key stage 2 both boys and girls will have the opportunity to learn about changes to their body, why they happen and how to manage them. They will learn about keeping themselves safe, safe routines to stop the spread of viruses, relationships and that their actions have consequences. At all times we encourage the children to ask for help if they need it.

In science lessons, in all Key Stages, teachers talk to children at an appropriate and differentiated level about growing up, puberty and how a baby is conceived and born. Foundation Stage children learn about keeping healthy, Key Stage 1, about how animals,

including humans, move, feed, grow and reproduce. In Key Stage 2, we teach about life processes and the main stages of the human life cycle in greater depth but according to the individuals own ability and maturity.

In Years 5 and 6 we place a particular emphasis on health education as many of the children will begin to experience puberty at this age. We deliver these lessons using suitable teaching materials. Teachers and Support Staff do their best to answer all questions individually with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know about 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.

We provide a variety of teaching approaches to cover SRE; we use of videos, DVD, multimedia presentations, booklets and worksheets from the Scheme: The Christopher Winter Project.

SRE is assessed, evaluated and monitored in a variety of ways: posters, labelled drawings, drawing and writing, logbooks and diaries, work scrutiny, lesson observations and medium term planning documentation. At the end of Key Stage 2, the children are canvassed for their opinions on the effectiveness of the PSHCE they have received.

#### **The PSCHE Leader will;**

- Support all class teachers by ensuring adequate in-service training and support is provided.
- Liaise with support agencies and community links.
- Ensure planning shows continuity, progression, differentiation for gender and maturity, coverage and balance.
- Be responsible for the availability of essential resources.
- Be responsible for the delivery of appropriate training and regular updating of PSCHE inset requirements.

Our School Prospectus informs parents that the governors have included Sex Education as part of the curriculum of the school and is delivered age appropriately throughout school. Parents are informed and invited to come, if they wish, to see and discuss the materials we will be using.

#### **The Role of Parents**

The school is aware that the primary role in the children's sex education lies with the parents. We aim to build up a positive and supporting relationship with the parents of the children in our school through mutual understanding, trust and co-operation. In furthering this objective, we;

- Inform parents about the school's sex education policy and practice.
- Answer any questions parents may have about the sex education of their children.
- Take seriously an issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school.
- Encourage parents through the Governors' Curriculum Committee to be involved in reviewing the school policy and making any necessary modifications.
- Inform parents about the best practice known, so that teaching in school supports that given at home. That the children receive consistent messages about the changes in their bodies and their increasing responsibilities.

Parents have the right to withdraw their children from all, or part of the sex education programme. If a parent wishes for their child to be withdrawn, they should discuss this with the head teacher

and make it clear which aspects of the programme they do not wish their child to participate in. However, it is made clear that parents have no right to withdraw their child from any statutory requirements of the National Curriculum.

Our SRE is geared towards discouraging early sexual experimentation, which could lead to teenage pregnancies and STI's. We encourage our vulnerable pre-teens to be party to SRE. All parents of special needs children are invited to review meetings when SRE can be discussed.

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

We encourage the involvement of other, appropriate members of the community such as the Local Health Authority. We are also able to consult with our incumbent social workers, youth workers and the NSPCC should this be felt appropriate.

### **Confidentiality**

Teachers will conduct sex education 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, the teacher will take the matter seriously and Child Protection measures will be invoked. Teachers will respond in a similar way if a child indicates or shows signs that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency and, if their concerns are confirmed, the head teacher {designated Child Protection Officer} will deal with the matter in consultation with health care professionals and/or Social Care.

### **Dissemination of the Policy**

All members of the Governing Body receive a paper copy of the policy. All members of staff within the school can access the policy via the policy documents folder on the intra-net. Parents can view the policy at the information session for SRE or by requesting a copy from the Headteacher.

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

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 responsibility of the Headteacher to ensure that all staff and other stakeholders are aware of their responsibilities. That they receive appropriate training to teach effectively and handle difficult issues sensitively.

The head teacher liaises with external agencies to ensure the adults who work with the children do so in an appropriate and sensitive manner.

### **Monitoring and Review**

The Governing Body monitors our sex education policy on an annual basis. Serious consideration will be given to any comments from parents regarding the sex education policy and will record all such comments.