



# Valley View Primary School



Primrose Village  
Learning and Living

## 1 Introduction

### 1.1

We have based our SRE policy on Sex and Relationships Guidance for schools issued in 2000 states that:

“Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives”

The department recommends that all primary schools have a sex and relationship education programme tailored to the age and physical and emotional maturity of the children.

## 2 Aims and objectives

2.1 At some stage of their time with us in Valley View, we teach children:

- To recognise, name and deal with their feelings in a positive way
- To be able to name their body parts
- That family and friends care for each other
- To know how to maintain personal hygiene
- To recognise risks in different situations, including what kind of physical contact is acceptable or unacceptable and decide how to behave responsibly
- To recognise as they approach puberty, how people’s emotions change and how to deal with feelings
- To know what makes a healthy lifestyle, including exercise, healthy eating, mental health issues
- How to ask for help and basic techniques for resisting pressure to do wrong
- How the body changes as they approach puberty
- To be aware of different types of relationships, including marriage and those between friends and family

### Context

## 3 The National Healthy School Standard

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- 3.1 We participate in the National Healthy School Standard scheme, which promotes health education. As participants in this scheme we:
- consult with parents on all matters of health education policy;
  - train all our teachers to teach sex education;
  - listen to the views of the children in our school regarding sex education;
  - look positively at any local initiatives that support us in providing the best sex education teaching programme that we can devise.

## 4 Organisation

- 4.1 We teach sex education through different aspects of the curriculum. While we carry out the main SRE teaching in our personal, social, health and citizenship education (PSHCE) curriculum, we also teach some SRE through the weekly lessons in social, emotional aspects of learning (SEAL). SRE is also covered in other subject areas (for example, science and PE), 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.
- 4.2 In PSHCE/ SEAL we teach children about relationships from the time they begin school, and we encourage children to discuss issues. We teach about the parts of the body and how these work, and we explain in year 5/6 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. The school nurse contributes to this part of the curriculum in consultation with parents. During the summer term, the SEAL topic of relationships which is differentiated for the whole school covers SRE curriculum discreetly with opportunities for children to initiate their own level of learning.
- 4.3 In science lessons in both key stages, teachers inform children about life cycles, parts of a plant and human being, and personal hygiene. For this aspect of the school's teaching, we follow the guidance material in the national scheme of work for science. In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.
- 4.4 In Year 5/6 we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Authority and the Health Promotion Team about suitable teaching materials to use with our children in these lessons. 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 and maturity of the children.
- 4.5 We arrange a meeting for all parents and carers of children in Year 6 to discuss this particular programme of lessons, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching.

## 5 The role of parents

- 5.1 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

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with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform and liaise with parents about the school's sex education policy and practice;
- answer any questions that parents may have about the sex education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;
- encourage parents to be involved in reviewing the school policy and scheme of work and to make modifications to it as necessary;
- inform parents about the best practice known with regard to 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.

- 5.2** Parents have the right to withdraw their child from all or part of the 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 Head Teacher, 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.

## **6 The role of other members of the community**

- 6.1** 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 education programme. Other people that we call on include school inclusion manager, social workers and youth workers, young person lead.

## **7 Confidentiality**

- 7.1** Teachers conduct 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 head teacher. The head teacher will then deal with the matter in consultation with health care professionals. (See also Child Protection Policy.)

## **8 The role of the head teacher**

- 8.1** It is the responsibility of the head teacher 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 head teacher'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.

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- 8.2** The head teacher liaises with external agencies regarding the school sex 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.
- 8.3** The head teacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

## **9 Monitoring and review**

- 9.1** The Curriculum Committee of the governing body monitors our sex education policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments.

**Signed:**

**Date:**