

# **Brampton Abbotts Church of England (VA) Primary School**

## **Sex and Relationships Policy**

### **Introduction**

We have based our schools sex education policy on the draft DfE guidance document Sex and Relationship Education Guidance Jan 2010. In this document sex education is defined as 'learning about physical, moral and emotional development'. 'It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health'.

Sex education is part of the personal, social and health education curriculum in our school and also the RE Programme. While we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation. Being a Voluntary Aided School enables us to approach issues on relationships from a Christian perspective.

### **Aims and objectives**

- To provide children with a foundation of basic physical, emotional and social information about themselves and others.
- To help to prepare children for the emotional and physical changes ahead of them.
- To help children understand the importance of family life and appreciate the value of a stable family life, while being sensitive to the fact there are those who do not come from a home where mother and father share responsibility for the care of the children.
- To increase awareness of sources of help and to assist pupils develop the confidence and skills needed to use them.
- To provide them with the language and the confidence to discuss sexual matters and concerns with trusted adults.
- To help to reduce prejudice and stereotyping.
- To build children's self esteem and confidence.
- To equip children with communication and decision making skills.
- To work in co operation with parents and reinforce the role of parent/ carers as a major influence on the growth and development of their children.
- To encourage pupils to respect and value themselves and others and to behave responsibly in developing those relationships.
- To communicate the breadth and diversity of the Christian perspective on the issue of Personal Growth and Development (including sex and relationships) in line with the Voluntary Aided nature of the school.

### **Context**

We teach about sex in the context of the school's aims and values framework. While sex education in our school means that we give children information about sexual behaviour, we do this with awareness of the moral code, and of the values which underpin all our work in school. In particular, we teach sex education in the belief that:

- Sex education should be taught in the context of marriage and family life;
- Sex education is part of a wider social, personal, spiritual and moral education process;
- Children should be taught to have respect for their bodies;
- Children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- It is important to build positive relationships with others, involving trust and respect.

### **Organisation**

In science, in both Key Stages, teachers inform children about life cycles. For this aspect of the school's teaching, we follow the guidance material in the national scheme of work for science as outlined in the Qualification & Curriculum Association (QCA) Guidance.

In Key stage 1 we teach children how animals, including humans, move, feed, grow and reproduce, 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 place a particular emphasis on Sex and Relationships education, as many children experience puberty at this age. We liaise with the Local Health Authority 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 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 of the children, bearing in mind that children mature at different rates. We liaise with the LA and SACRE.

### **Answering difficult questions**

We believe our teachers should use their professional skill and discretion in these situations and refer to the curriculum coordinator, or the Head teacher and the child's parents if they are concerned.

### **The Role of Parents**

We are well aware that the primary role in children's personal growth and development lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at Brampton Abbots through mutual understanding, trust and cooperation. In promoting this objective we:

- Inform parents about the school's sex and relationships and practice;
- Answer any questions that parents may have about the personal growth and development of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for personal growth and development in the school.

Under the Education Act 1993, pupils can be withdrawn by their parents, from part of the personal growth and development that is outside the compulsory elements contained in the Science National Curriculum.

### **Equal Opportunities**

Brampton Abbots is committed to working towards equality of opportunity to everyone in all aspects of school life regardless of age, disability, gender, gender-identity, race, religion or belief and sexual orientation.

### **Confidentiality**

Teachers conduct sexual relationships lessons in a sensitive manner. 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 cannot promise confidentiality. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. If the teacher has concerns, they will draw their concerns to the attention of the Head teacher who is the school's Child Protection Officer. The head teacher will then deal with the matter in consultation with health care professionals.

### **Monitoring and review**

The Curriculum Committee of the governing body monitors our Sex & Relationships policy. 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 and carers about the Sex Relationship programme, and makes a record of all such comments.

Policy approved by Governing Body on 08-02-17

Signed Paul Mason position GB Chair

Policy due for review Spring 2020