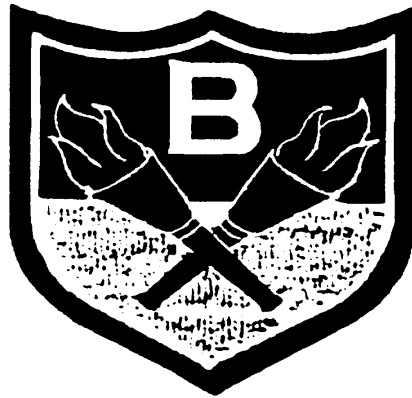


Beaconsfield Primary School



Sex & Relationships Education Policy

October 2009

Date approved by governors: 15th October 2009
Review date: October 2011

Sex and Relationships Education Policy (SRE)

Context

- All schools are required to have an up to date SRE policy which is available to parents.
- School is responsible for the development of the whole child and SRE is part of this responsibility.
- This development includes the intellectual, physical and emotional well-being of children. Schools have a responsibility to pay attention to the needs of the child as an individual now, but also in the future.
- SRE is an important part of the socialisation of the child and should be included as part of an overall programme of health education.

This policy has been developed by the school through consultation with a group of parents, advice from the local authority advisors, governors and staff. All views were taken into account when developing this policy and the Sex and Relationships Education (SRE) teaching programme.

Policy Statement

SRE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings (Sex Education Forum 1999).

Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

The 1996 Education Act consolidates all relevant previous legislation and states that all primary schools must provide an up to date policy that describes the content and organisation of SRE provided outside the National Curriculum Science Order. The DCSF Sex and Relationship Education Guidance (2000) supports this legislation and recommends that all primary schools should have a sex and relationship education programme tailored to the age and physical and emotional maturity of the children.

Aims

The programme of sex education in the school will aim to:

- Develop pupil awareness of themselves and the changes that will occur in their bodies.
- Support the emotional development of pupils.
- Develop pupils confidence in themselves through promoting an understanding that children develop at different rates.
- Encourage a sense of wonder in the creation of new life, and help pupils develop healthy attitudes towards reproduction.
- Develop an awareness of reproduction in the context of enduring caring relationship.

MORAL AND VALUES FRAMEWORK

The SRE programme at Beaconsfield Primary reflects the school ethos and demonstrates and encourages the following values:

- Respect for self;
- Respect for others;
- Responsibility for their own actions;
- Responsibility for their family, friends, schools and wider community.

Equal Opportunities Statement

The school is committed to the provision of SRE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where pupils with Special Educational Needs are given extra support from SEN staff.

TEACHING ABOUT SEX AND RELATIONSHIPS

- The school and governing body believe that the primary educators of children are their parents.
- We realise that parents will need to be supported in this task by the school.
- SRE lessons in school should be ongoing and cross curricular in nature.
- The SRE programme will be part of the overall health education programme.
- Teachers should as far as possible answer pupil questions honestly.
- Care will always be taken not to offend moral sensibilities of parents of the school.
- Elements of the SRE programme that are part of the Science National Curriculum must be taught regardless of parental objections.

CONTENT OF LESSONS

In key stage 1 pupils learn to recognise similarities and differences between themselves and others, identify and share their feelings with each other, recognise safe and unsafe situations and identify and be able to talk to someone they trust.

In key stage 2 pupils learn to express their opinions about relationships and bullying and to listen to and support others, including respecting other people's viewpoints and beliefs. They learn to recognise their own worth and identify positive things about themselves and try to balance the stresses of life in order to promote their own mental health and well-being of others. Life processes are discussed including the physical body changes that take place at puberty, why they happen and how to manage them.

RESOURCES FOR RELATIONSHIPS AND SEX EDUCATION

- Resources for relationships and sex education should be available for parents to examine and consider in advance of their presentation to pupils. Parents will be invited to a meeting prior to the start of the relationships and sex education lessons.
- The parents and the teachers should be considered as prime resources and pupils should be encouraged to discuss issues of concern with their parents or a teacher.
- Resources should always place reproduction in the context of lasting and loving relationships.
- Resources used will be reviewed every two years as the school policy is reviewed. Parents will always be invited to view teaching materials as part of the review.

SPECIFIC ISSUES WITHIN SRE LESSONS

Withdrawal

Parents/Carers have the right to withdraw their children from all or part of the sex and relationships education provided at school except for those parts included in statutory National Curriculum. Those parents/carers wishing to exercise this right are invited in to see the Head Teacher who will explore any concerns and discuss any impact that withdrawal may have on the child. If a parent withdraws a child from the school programme of SRE the onus falls on the parent for their child's SRE. Materials are available to parents/carers who wish to supplement the school SRE programme or who wish to deliver SRE to their children at home.

Confidentiality

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named child protection coordinator who may confer with the head teacher before any decision is made.

The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Child Protection

The school has a separate Child Protection Policy. Effective SRE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

Controversial and Sensitive Issues

Staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Dealing with Questions

Both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Coordinator if they are concerned.

Beaconsfield Primary School believes that SRE should meet the needs of all pupils regardless of their developing sexuality. The school will at all times attempt to deal honestly and sensitively with questions and issues around sexuality. The school has an anti-bullying policy in place and any form of sexual bullying will be dealt with firmly.

POLICY INFORMATION

All staff members, governors and interested parents can receive a copy of the SRE policy. Training is delivered to staff on the policy content as required. A short summary of the policy is included in the school prospectus.

This policy will be reviewed every two years to ensure that it continues to meet the needs of pupils, families and staff in relation to SRE.