

## A Summary of the Sex and Relationship Education Policy for parents and carers

Definition of Sex and Relationship Education “Sex and Relationship Education is lifelong learning about physical, moral and emotional development. It is about the understanding of 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.” SRE Guidance DfEE 2000

### ***The Aims of Sex and Relationship Education at Beccles Primary Academy***

- To develop knowledge and understanding about growth and development and human reproduction
- To promote the value of loving relationships and of family life
- To foster self-esteem, self-awareness and a sense of moral responsibility
- To develop the skills to avoid and resist unwanted sexual experience
- To encourage exploration of values and attitudes, consideration of sexuality and personal relationships and the development of communication and decision making skills.

### ***Sex and Relationship Education at Beccles Primary Academy will:***

- Be developmental and appropriate to the age and stage of the child
- Be available to all pupils
- Provide information and examine opinions and concepts and encourage discussion
- Develop awareness, respect and responsibility for oneself and for others
- Promote the skills necessary for effective communication
- Encourage positive behaviour
- Equip each child with the assertiveness skills necessary to enable them to make choices

### ***Involvement of Pupils and Parents and the right of withdrawal***

All parents are provided with this summary of the SRE policy and programme on admission and the complete policy is available on request and on the school web-site.

Parents have the right to withdraw their child from all or part of a sex education programme except for those parts that fall within the statutory National Curriculum. Any request for withdrawal from the PSHCE aspects should be put in writing and will be put onto the child’s school record.

### ***Contents and delivery of the SRE programme at Beccles Primary Academy***

SRE is taught at a level appropriate to the age of the children incorporating relevant aspects of the non-statutory framework for Personal, Social and Health Education and Citizenship (PSHCE) and the National Curriculum for Science.

The following are compulsory:

- Recognise and compare the main external parts of the bodies of humans
- Recognise similarities and differences between themselves and others and treat others with sensitivity
- That animals, including humans, move, feed, grow, use their senses and reproduce
- That humans and animals can produce offspring and these grow into adults.

Sex and Relationships Education will be taught within a supportive atmosphere where pupils feel comfortable and able to express their feelings.

Answering Questions and Sensitive Issues Teachers will answer all children’s questions relating to SRE in an open and factual way, taking into consideration the family background, culture, religious beliefs and pupils’ differing experiences.

The following ground rules have been established:

- Teachers should not enter into discussion about personal issues or lifestyles
- No-one (child or adult) has to answer a personal question
- Nobody is forced to take part in a discussion
- In discussion, teachers will promote the knowledge and use of ‘accepted’ names for external body parts (see below)

- Teachers will always involve parents before answering questions of a sensitive nature
- Meanings of words are explained in a sensible and factual way.

An individual child may ask an explicit or difficult question in the classroom. Teachers will use their discretion in these situations, and may use the following strategies in responding to questions:

- Reassure the child
- Try to find out why the child is asking the questions, and exactly what they want to know
- Determine the child's present level of knowledge and understanding
- Offer a simple answer, and if appropriate back up with a relevant story or picture
- If the answer required is more complex, the teacher will meet with the child's parents/carers at the end of the day to discuss the issue

Occasionally, questions will be answered later on in the day instead of immediately, in order to find an appropriate time for responding.

If children ask specific questions about the following terms, or if children use the following terms and it is felt that an explanation should be given the following definitions may be shared with the children. The guidelines for answering difficult questions will be followed in all cases (see above).

- *Lesbian/Gay/Homosexual:* We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Our basic response will be that all families are different. Some children have a mum and a dad as their parents; some children have just a mum or a dad; some children have two mums and some have two dads. If a family has two mums or two dads we call those parents gay and/or lesbian or homosexual depending on their gender.
- *AIDS/HIV:* We all have 'germbusters' in our body which help us to fight germs. However, there are some germs called HIV which fight germbusters and destroy them. If someone has HIV and they get ill their germbusters cannot fight the germs. This illness is called AIDS.
- *Sex:* 'Sex' is whether you are male or female.
- *Sexy:* 'Sexy' means attractive and is a word used by adults, not children.
- *Naming body parts:* As a staff, the issue of naming body parts has been discussed, and it is felt that it is not appropriate to teach the names of sexual organs as part of the sex and relationships education programme. However, as part of the responsive approach, if children ask specific questions, the terms 'penis', 'vulva' and 'vagina' may be used in line with the guidelines for answering difficult questions.

Definition of the family Teachers will base work on families and family life on the following definition of a family: "A family is a nurture group of significant individuals who care for one another". This definition in its wording above is for the teachers' own use and will not be shared with the children. In order to show due regard for family life, staff will ensure that they have knowledge about the children's backgrounds, and will respect each child's individual circumstances, without making value judgements.

**Confidentiality** Although an atmosphere of trust is encouraged, teachers will not offer pupils or their parents/carers unconditional confidentiality. Information about behaviour likely to cause harm to the pupil or to others will be passed on to the appropriate agency via the Headteacher as the Designated Safeguarding Lead. Child Protection procedures will be followed.