

# Clarice Cliff Primary School

'A happy, community school creating bright futures  
by celebrating success'

## Sex and Relationship Education Policy

### Introduction

Sex Education forms part of the Personal, Social and Health Education curriculum. The policy has evolved following discussions between representatives of teaching staff, support staff, parents and governors. The school nurse was also consulted.

Clarice Cliff Primary School believes that sex education in the school will be developmental and a foundation for further work in the secondary school.

Research evaluations have found that good quality SRE can lead to positive health and behavioural outcomes. SRE that begins at a young age and builds to meet the needs of pupils as they grow older can positively contribute to fulfilling relationships and positive experiences later in life.

### Aims

We aim :-

- To promote the spiritual, moral, cultural, mental and physical development of pupils in order to prepare them for the opportunities, responsibilities and experiences of adult life.
- To provide the children with access to clear information about sexual health which is easy to understand and relevant and appropriate to the age and maturity of the pupils.
- To facilitate their awareness of issues relevant to their own lives whereby they can make informed choices.
- To develop a sense of mutual respect and care for others
- To increase pupils self-esteem
- To develop skills such as communication, risk assessment, managing relationships, decision making, assertiveness and seeking help.

The school will work towards these aims in partnership with parents. The sex education programme will reflect the school ethos and demonstrate and encourage the following values:

- Respect of self
- Respect of others
- Responsibility for one's own actions.

SRE will be taught in a **moral and values framework**, which focuses on the following aspects:

- Self-respect.
- Respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality.
- Taking account of other people's feelings.
- Mutual support and co-operation.
- Truthfulness and honesty.
- Accepting responsibility for the consequence of our own actions.
- The right of people to hold their own views.
- Not imposing our own views on other people.
- Not infringing the rights of other people.
- The right not to be abused by other people or be taken advantage of.
- The right of people to follow their own sexuality within legal parameters.
- A responsibility to develop relationships, including sexual relationships, based on mutual consent rather than coercion.
- The right to accurate information about sex-related issues.
- An entitlement to an appropriate and balanced SRE.
- The right to access helping services.
- To establish what pupils know, think, understand and feel and to identify their needs.
- To develop communication and social skills in order to promote high self-esteem.
- To educate against ignorance, sexism and prejudice.
- To understand and respect the various cultural and religious influences on sexuality.
- To develop children's understanding of, and pride in, their own bodies, accepting variation in growth rate, assisting adjustment to these changes and giving reassurance that change is part of the life cycle.
- To develop skills to help children resist unwanted sexual advances.

### Organisation

Children's sex education will be included in Science, PSHCE and R.E. topics, story/circle time and assembly. The school nurse will participate in both Key Stages. A variety of strategies will be used both in whole class and group situations, eg role play, debate and discussion. Single gender groups will be used as deemed appropriate and relevant. There

will be progression in terms of language, concepts and context with key aspects revisited. Video/DVD programmes may be used where appropriate.

### **CONFIDENTIALITY**

Teachers should not encourage pupils to disclose information 'in confidence' that they may have to pass on at a later stage. Wherever possible, teachers should make clear to pupils where the boundaries of confidentiality lie before pupils make personal disclosures.

There is no general legal duty for teachers to disclose personal information given by a pupil to anyone else - senior managers, colleagues, parents/carers, police etc. However, **teachers are contractually bound to disclose information about physical or sexual abuse of children and young people to their designated child protection member of staff and/or Social Services.**

The following will help to establish clear boundaries for confidentiality between pupils and teachers:

- Reassuring pupils that their best interests will be maintained.
- Encouraging pupils to talk to their parents or carers and giving them support to do
- so.
- Ensuring that pupils know that teachers cannot offer unconditional confidentiality.
- Reassuring pupils that, if confidentiality has to be broken, they will be informed
- first and then supported as appropriate.
- If there is any possibility of abuse, following the school's child protection
- procedure.
- Making sure that pupils are informed of sources of confidential help, for example,
- the school nurse, counsellor, GP or local young person's advice service.
- Using ground rules in lessons.

### **ANSWERING DIFFICULT QUESTIONS**

If a pupil asks a particularly 'difficult' or inappropriate question in a lesson, a teacher should take care about how they answer it. If teachers are seriously concerned that such a question derives from abuse, they will need to follow this up through the child protection procedures

Answer questions in a non-sensationalised way. It may be best to answer in simple, general terms rather than going into great detail. In some situations it may be best to turn the question back on the pupil and to ask them what they know or have heard. If teachers genuinely cannot answer the question, they can say so and seek out the necessary information after the lesson.

If pupils ask a question about a teacher's personal sex life and their experiences, teachers should explain to pupils that this is not the place to talk about specific personal experiences.

### Special Needs

Any child identified as having "special needs" will be given the help he/she requires to carry out any given task at the level at which they are capable of attaining.

### Equal Opportunities

Boys and girls will be given the same access to activities and learning experiences with the possible exception of some aspects of puberty. Different cultural and religious beliefs regarding sexuality and relationships will be taken into consideration.

### Assessment and Recording

Elements of sex education in the Science National Curriculum will be assessed formally. The teacher will assess other aspects in relevant subjects.

### Resources

Books, magazines and audio-visual materials are available. Parents can visit the school on request and review the material being used.

The school is committed to working with parents. Parents may withdraw their child from the part of sex education that is outside the compulsory elements of sex education contained in the Science National Curriculum.

This policy will be reviewed and updated regularly.