



Sex and Relationships Policy

Last Review: February 2016

Frequency: Annually

Signed: _____ (HT)

_____ (COG)

Moral framework

The ethos of Alma Primary School is to promote self-respect and to encourage tolerance and understanding in all relationships. Through our teaching of sex and relationships education, we aim for each child to:

- Recognise and respect the rights of others who may have different backgrounds, religions, cultures, feelings, views and sexuality;
- Learn how to consider the feelings of others;
- Give mutual support and cooperation;
- Be truthful and honest;
- Accept responsibility for the consequences of their own actions;
- Understand the rights of people to hold their own views;
- Learn not to impose their views on others;
- Understand their right not to be abused by others, or taken advantage of;
- Understand the right of people to follow their own sexuality;
- Be responsible when developing relationships, including sexual relationships, based on mutual consent rather than coercion;
- Understand their right to accurate information about sex related issues;
- Access a balanced and appropriate sex education; and
- Understand their right to access helping services.

Children will be taught how to make confident and informed choices to help them live healthier and safer lives and how to develop productive and effective relationships with others.

Aims of the sex and relationships education curriculum

For each child:

- To develop an understanding of their own emotional responses and to empathise with those of other people;
- To develop a sense of mutual respect and care for others;
- To increase their self esteem;
- To develop skills in building and maintaining relationships with others;
- To be provided with accurate information about, and to be given a context for, sex related issues; and
- To be given help in reaching their own informed opinions and to make choices based on a strong sense of self-worth.

Implementation of sex and relationships education

The sex and relationships programme is taught as part of our wider Citizenship curriculum from Reception to Year 6. It is taught through a range of curriculum areas taking advantage of curriculum links to other topics when these are appropriate. It is generally taught by class teachers though some input by health professionals is appropriate at certain times.

We use a wide variety of teaching techniques and sex and relationships education is generally taught to mixed gender classes, though opportunities may occasionally be provided for single sex groups.

We endeavour to answer questions asked by children openly and honestly. We recognise that there may be times when this is not appropriate and guidance for answering children's questions is attached to this policy as Appendix 1.

Though we encourage all of our children to take part in our sex and relationships education programme we also respect the legal right of parents to withdraw their child from part or all of the programme if they feel that it is appropriate.

All staff are aware of their responsibilities under Child Protection procedures. Staff must refer any concerns they have over the welfare or safety of a child to the named person(s) responsible for child protection (currently the Deputy Headteacher, Maria Christofi) immediately, and follow the guidance they are given.

Appendix 1 - Notes for guidance – answering children’s questions

Questions should only be invited from the children in the context of work they have been involved in – i.e. watching a video, part of a topic.

It is better to ask the children to generate questions as a group and ask them to be written down. The teacher is then able to group the questions under appropriate headings.

Children should be encouraged not to use ‘slang’ or ‘family’ names and terms. The teacher should always use correct biological terminology. This may mean that a teacher has to interpret a question before reading it out and answering it.

Where a question is deemed inappropriate either because it is not connected to the subject matter being dealt with or because it goes beyond the scope of the sex education policy / age / stage of development of the pupils, the teacher must either decide to:

- Leave those questions to the end and invite children who have not had their questions answered to speak to the teacher on their own; or
- Explain that they are only answering questions on a particular topic.

In either case, the most appropriate action may be for the teacher to suggest that the child asks his / her parents.

Where a child asks a question about sex, out of the context of sex education lessons or a related topic, the teacher should speak to the child individually to try to ascertain what has prompted the question e.g. “Why did you want to know that?” The teacher can then respond in one of the ways suggested above.

Produced by Sandra Bourne of the School Improvement Service

September 2001