



Brandling Primary School

Sex & Relationships Policy 2025

Introduction

We have based our school's sex and relationships education policy on the DfEE guidance document *Sex and Relationship Education Guidance* (ref DfEE 0116/2000). In this document, sex and relationships 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 and relationships education is part of the personal, social and health education curriculum in our school. While we use sex and relationships 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 and relationships education as a means of promoting any form of sexual orientation. This policy is available for all interested parties including Governors, Parents and Staff.

Aims and Objectives

We teach children about:

- the physical development of their bodies as they grow into adults;
- the way humans reproduce;
- respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
- the importance of family life;
- moral questions;
- relationship issues;
- respect for the views of other people;
- sex abuse and what they should do if they are worried about any sexual matters.

Context

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

- sex and relationships education should be taught in the context of marriage and family life;
- sex and relationships education is part of a wider social, personal, spiritual and moral education process;
- children should be taught to have respect for their own 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;
- children need to learn the importance of self-control.

However, it is recognised that children do ask specific and sometimes explicit questions. Individual teachers must use their skill and discretion but should try to answer simply, truthfully and accurately. Where teachers are concerned about the level of questioning or suspect an underlying problem they should contact the Headteacher who can then refer children to other agencies (e.g. Child Protection, School Nurse) as necessary.

Moral and Values Framework

The teaching of Sex Education will reflect and support the aims, ethos and atmosphere of the school and will demonstrate and support certain morals and values.

While we as a school are not affiliated directly to any religious group or denomination, we do present children with ideas within Christian traditions. However, we are sensitive to the needs of children from other cultures and we try to be aware that there can be differences in cultural values and attitudes. We believe that the following ideas are common and are valuable attributes for all young people to attain.

- Respect for self
- Respect for others
- Responsibility for their own actions
- Care for their family, friends and the wider community

Equal Opportunities

All children have access to Sex Education within our school regardless of age, ability, race, gender or culture. However, this is presented in a way which suits the age and abilities of the children and as we have already stated, as far as possible, through the normal curriculum within our school.

We recognise that this could be a sensitive issue for children with different racial or cultural backgrounds and we try to bear this in mind.

ALL PARENTS have the right to withdraw their child from aspects of sex education that is outside the compulsory elements of the National Curriculum.

Organisation

We teach sex and relationships education through different aspects of the curriculum. While we carry out the main sex and relationships education teaching in our personal, social and health education (PSHE) curriculum, we also teach some sex and relationships education through other subject areas (for example, science and PE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

In PSHE we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty. For example, we tell the boys that their voices will change during puberty and we explain to the girls about menstruation. We encourage the children to ask for help if they need it.

In science lessons in key stage 2, teachers inform children about puberty and how a baby is born. For this aspect of the school's teaching, we follow the guidance material in the national scheme of work for science. In Key Stage 1 we teach children about how animals, including humans, move, feed and 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 teach about life processes and the main stages of the human life cycle in greater depth.

In Years 5 and 6 we place a particular emphasis on health 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 both 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 (as stated earlier in this policy).

We inform all parents and carers of children in Years 5 & 6 about the programme of lessons for puberty, explaining what the issues are and how they are taught. They are offered the opportunity to see the materials the school uses in its teaching.

The Role of Parents

The school is well aware that the primary role in children's sex and relationships education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school's sex and relationships education policy and practice;

- answer any questions that parents may have about the sex and relationships education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex and relationships education in the school;
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- inform parents about the best practice known with regard to sex and relationships education, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parents have the right to withdraw their child from all or part of the sex and relationships education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex and relationships education lessons, they should discuss this with the Head Teacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

Confidentiality

Staff will be available should children wish to talk confidentially to them. As a general rule, a child's confidentiality will be maintained by members of staff. If a member of staff feels that the child may be at risk or in danger then this will be discussed with the Headteacher. The child will be involved and supported in this process and will know that another person has access to the information they have supplied.

Where there is suspicion of abuse then the Headteacher will involve the appropriate authorities immediately and will not question a child further since this may later prejudice a prosecution or leave the Headteacher vulnerable to questions or subsequent accusations.

Should any member of the school community be HIV positive then this information will be handled as sensitively as possible on a need-to-know basis. Simple precautions will be stressed but these should be a regular feature of Health and Safety matters within the school.

The Role of the Head Teacher

It is the responsibility of the Head Teacher to ensure that both staff and parents are informed about our sex and relationships education policy, and that the policy is implemented effectively. It is also the Head Teacher's responsibility to ensure that

members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The Head Teacher liaises with external agencies regarding the school sex and relationships education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

The Head Teacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Dissemination of the Policy

It is the right of parents to request to see a copy of this policy.

A copy of this policy will be put on our website.

The policy will be submitted for the approval of the Governing Body.

This policy will contribute to the Healthy School Award and may be seen by those who make this award.

This policy could be offered as part of the Policy Swap scheme operating in the LEA and would be available to schools on request.

RRSA

At Brandling Primary School, we are committed to promoting a rights respecting ethos based on the Convention on the Rights of the Child in all aspects of school life and the best interests of the child is at the heart of our policy and practice. The articles set out in the CRC are known to all children and adults in the school and we encourage rights respecting language and behaviour at all times. The children are taught that we all have rights and responsibilities, in our school community, locally and globally and the difference between wants and needs. We recognise that children have the right to say what they think about matters affecting them and to have their views taken seriously and we encourage them to play an active role in their own learning and to speak out and act for the rights of all to be respected locally and globally.

Review

This policy will be reviewed in line with the School Development Plan or as other needs and circumstances arise.

Head Teacher/SLT - September 2025