



**THE GODOLPHIN SCHOOL**

**SEX AND RELATIONSHIPS EDUCATION POLICY  
(including EYFS)**

Last reviewed: September 2017

Next review: September 2018

Reviewed by: Head of Prep, Early Years Coordinator



## GODOLPHIN PREP

### SEX AND RELATIONSHIPS EDUCATION POLICY (including EYFS)

#### Introduction

We have based our school's Sex and Relationships Education (SRE) policy on the DFEE guidance document 'Sex and Relationships Education Guidance' (ref DFEE 0116/2000). In this document, sex 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'. SRE is part of the PSHE curriculum in our school. While we use SRE to inform girls about sexual issues, we do this with regard to matters of morality and individual responsibility and in a way that allows girls to ask and explore moral questions. We do not use SRE as a means of promoting any form of sexual orientation.

We teach girls 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 SRE in the context of the schools aims and values. Whilst SRE in our school means that we give girls information about sexual behaviour, we do this with an awareness of the moral codes and values which underpin all our work in school. In particular, we teach SRE in the belief that:

- SRE should be taught in the context of marriage and family
- SRE is part of a wider social, personal, spiritual and moral education process
- Girls should be taught to have respect for their own bodies
- Girls 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 truth and respect
- Girls need to learn the importance of self-control

#### **Organisation**

We teach SRE through different aspects of the curriculum. Whilst we carry out the main SRE teaching in PSHE lessons with Year 6, we also teach some SRE through other subject areas (for



example science and PE), where we feel that they contribute significantly to a girl's knowledge and understanding of her own body and how it is changing and developing.

In our PSHE lessons, we teach girls about relationships and we encourage them to discuss issues. We teach about the parts of the body and how these work and in Year 5, we explain to them what will happen to their bodies during puberty. For example, we explain to the girls about menstruation. We encourage the girls to ask for help if they need it.

In science lessons in both key stages, teachers inform girls 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 girls about how animals, including humans, move, feed, grow and reproduce and we also teach them about the main parts of the body. Girls 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, in Year 6, the main stages of the human life cycle in greater depth.

By the end of Key Stage 2, we ensure that all 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 girls.

We ensure that all parents are informed about their daughter's SRE and that before the lessons take place, they are given opportunities to view any sensitive material or resources or to discuss the subject matter with tutors, if they wish.

## **The role of Parents**

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

- Inform parents about the school's SRE policy and practice
- Answer any questions that parents may have about the sex and relationships education of their daughter
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for SRE in school
- Encourage parents to be involved in reviewing the school policy and making modifications as necessary
- Inform parents about the best practice known with regard to SRE, so that the teaching in school supports the key message that parents and carers give to their daughters at home. We believe that through this mutual exchange of knowledge and information, girls will benefit from being given consistent messages about their changing body and their increasing responsibilities.

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



### **The role of other members of the community**

We encourage valued members of the school and wider community to work with us to provide advice and support to the girls with regard to SRE. The School Nurse runs the SRE course and other health professionals may be called upon for support.

### **Confidentiality**

Teachers conduct SRE lessons in a sensitive manner and in confidence. However, if a girl makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of Safeguarding/Child Protection. Teachers will respond in a similar way if a girl indicates that she has been a victim of abuse. The teacher will draw their concerns to the attention of the Designated Safeguarding Lead/DDSL. Parents will be informed should any explicit question arise, however, teachers are not able to offer confidential advice to individual pupils.

### **The role of the Head**

It is the responsibility of the Head to ensure that both staff and parents are informed about our SRE policy and that the policy is implemented effectively. It is also the Head'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 liaises with external agencies regarding the school SRE programme and ensures that all adults who work with girls on these issues are aware of the school policy and that they work within this framework.

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

### **Monitoring and review**

This policy is monitored and reviewed on a regular basis by the PSHE coordinator and other members of Prep staff in conjunction with the School Health Centre. The PSHE coordinator is responsible for ensuring that the resources and curriculum is kept up to date (e.g. by attending any courses that are deemed necessary).

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

The governing body reviews this policy on a regular basis.

