

Sex and Relationships Education Policy

Sex Education and Relationships Policy

Sex education is a lifelong process of acquiring information and forming attitudes, beliefs and values about sexual identity, relationships and intimacy. At primary school level, it is about laying the foundation for teaching in the context of feelings, friendships and relationships with backdrop of understanding biological processes.

1. Rationale

This policy provides clear guidance to staff about how and when sex education should be taught in our school.

We follow the established legal framework for schools in the creation and implementation of a policy for sex education – Sex and Relationship Education Guidance 2000.

In this respect, the Governing body has responsibility for approving the sex education policy.

2. Aims

We aim to help every pupil to:

- Create a sense of self-esteem, self-confidence and worth;
- Develop a critical facility to interpret the world around them;
- Promote understanding and tolerance of others and their ways of life.

We aim to:

- Encourage pupils to be aware of their own feelings and the feelings of others;
- Promote and sustain a caring, trusting atmosphere and environment where questions can be asked and answered honestly and openly;
- Provide information which will enable pupils to gain an understanding about the development of their own and other people's bodies;
- Enable pupils to develop their own opinions and values;
- Develop skills to handle situations where pupils may feel inappropriate pressure.
- Explore gender stereotyping and ensure equal opportunities for all school users.

3. Parental Involvement and Support

The school is well aware that the primary role in children's sex 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 education policy and practice
- Answer any questions that parents may have about the sex education of their child
- Take seriously any issue that parents raise with teachers or governors about this policy of the arrangements for sex education in the school.

If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Executive Headteacher or Head of School, and make it clear which aspects of the programme they do not wish their children to participate in. The school always complies with the wishes of parents in this regard, however many aspects of the lesson are part of the Science curriculum which is statutory.

4. Morals and Values

Pupils will be encouraged to appreciate:

- The value of a stable family life;
- The responsibility of parenthood.

To consider the importance of:

- Respect for themselves and others;
- Loyalty
- Sensitivity towards the needs and views of others;

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·Delaying sexual activity.

Be able to recognise:

- The possible physical, emotional and moral results of certain types of behaviour;
- That each individual must take equal responsibility in any relationship.

5. Equal Opportunities

The teaching staff and the Governing Body are committed to supporting the personal health and welfare of every pupil at school. Every pupil must have opportunities throughout their lifetime at school to follow a carefully planned programme for sex education, which closely relates to their individual needs and stages of development. The teaching of a carefully planned sex education programme will provide pupils with important opportunities for personal development and will prepare them for adult life. Pupils should be supported with care and sensitivity so that they are appropriately informed and have answers to the questions they raise. They should feel confident both at home and at school this is the entitlement for all pupils.

6. Objectives

Throughout the teaching of our sex education program, the development of pupils' self-esteem is crucial.

The three elements of sex education to be taught are:

Knowledge:

The acquisition and understanding of information which will give pupils a proper vocabulary and a foundation of knowledge of understand things that happen to them and others and to make future choices.

This includes: External parts of the body including the correct vocabulary, Body organs, Body defence systems, Basic understanding of reproduction, Stages of human development, growing, changes and ageing, Personal hygiene, Keeping safe, People who can help me, Families – different types and culture and what is a friend?

Skills:

To enable pupils to develop confidently as individuals and create positive relationships.

These skills include: Dealing with emotions and feelings, developing positive relationships, coping with conflict, making decisions and choices and considering personal safety, Communication, Coping with loss, Problem solving, Assertiveness and Feeling good about oneself

Attitudes and Values including:

Respecting oneself and valuing others, Valuing differences and similarities, Attitudes towards gender, race, culture and disability, Awareness of stereotyping, prejudice and appropriate and inappropriate behaviour

Key Stage 1

Sex and relationship teaching will be delivered via two main areas of the curriculum.

Through National Curriculum Science/PSHE:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- To notice that animals, including humans, have offspring which grow into adults
- To describe the importance for humans of exercise, eating the right amounts of different types of food and personal hygiene

Key Stage 2

- To describe the life process of reproduction in some plants and animals.

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- To describe the changes as humans develop to old age.
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- That pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Teachers inform children about puberty and how a baby is born. For this aspect of the schools teaching, we follow that 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 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.

Advice states that 'In order to keep pupils safe, it is vital that they learn about puberty *before* it happens. NHS advice states that puberty can begin as early as 8 for girls and 9 for boys. Year 5 is therefore the *latest* time in the school curriculum when it should be addressed. Schools that choose to teach about puberty earlier, for example in Year 4, have the flexibility to do so, as the National Curriculum clearly states that subjects can be taught earlier than the recommended school years set out in the framework.

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.

We inform all parents and carers when the children will be doing SRE education lessons. All are also welcome to view the programme of lessons, ask questions about any issues and how they are taught, and to see the materials the school uses in its teaching.

8. Organisation

The school's sex education lessons will be mainly taught through the school's formal curriculum in Science and PSHE. It is a planned and continuous programme, which is appropriate to pupils' needs and stages of development. Pupils will have the opportunity to work in small groups which may be single or mixed sex.

Some aspects of sex education will be taught through topics, Science or PSHE from Foundation Stage to Year 4.

It can be learned through the 'informal curriculum':

Pupils frequently raise issues which relate to sex education e.g. a young child wants to share with everyone that his/her mother is having a baby. When such spontaneous discussions arise, it should be treated in a way which encourages children to be aware of moral considerations and the value of human relationships.

9. Resources

The school uses a wide range of resources to support the teaching of sex education.

Books, poems, DVDs, leaflets and teaching packs are carefully selected to support the sex education program.

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse give us valuable support with our sex education programme.

10. Safeguarding

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Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child 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. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will deal with it as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the DSL. The DSL will then deal with the matter in consultation with health care professionals. (See also Child Protection and Safeguarding Policy)

11. Assessment

In order to ensure that this policy is effectively implemented, teachers need to review the work they have planned and the learning that has taken place. The following list of questions will be useful in evaluating the success of this policy:

- How did the children respond?
- Did the children have opportunities to be involved in discussions?
- Is there evidence in the pupil's discussions or in their recording that they have understood the teaching that has been covered?

These observations will not be recorded by or discussed amongst the teaching staff.

12. Monitoring and Review

The Executive Head Teacher and staff will consult with the Link Governor and review this policy each year. Any requested amendments will be presented to the Governing Body for discussion and approval.