

General Policy Document

Document Name: Sex Education Policy

First Written Date: July 2006

Review Date: March 2017

Reviewed By: All Staff

Ratified By Full Governors Date: March 2017

Next Review Date: March 2019

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Introduction

This policy is intended to state the school's approach to PSHCE and specifically to Sex and Relationships Education, including issues relating to child protection and confidentiality. Personal, Social, Health and Citizenship Education (PSHCE), and Sex and Relationships Education (SRE) as one of its elements, provides a whole school strategy for working in partnership with parents and others to help children to overcome the social pressures they face and the barriers that they present to learning and achievement. ('Preparing Young People for Adult Life' - DfE)

What is Sex and Relationships Education?

SRE is the lifelong learning about physical, moral, social and emotional development. It teaches about the importance of forming positive non-exploitative relationships that are based on respect, care and empathy.

Aims and objectives

Through our SRE lessons we aim to equip children with the knowledge, understanding and skills that enable them to make choices that lead to a healthy lifestyle.

There are three main elements in our teaching of SRE:

Attitudes and Values

Here we teach the children about:

- 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
- Participating in positive relationships in a considerate and sensitive way
- Valuing respect
- Care for self and others
- Appreciating difference

Personal and Social Skills

This involves work on:

- Respect for the views of other people
- Managing emotions effectively
- How to avoid, and not initiate, exploitation and abuse
- Making decisions with an awareness of their consequences
- What they should do if they are worried about any sexual matters.

An awareness of online child sexual exploitation and where to get advice and help, Knowledge and Understanding

We want the children to understand:

- How humans develop physically and emotionally (taking into account the age and emotional maturity of the children)
- Human sexuality, reproduction, together with information about sexual health, emotions and relationships
- How to make decisions based upon critical thinking

Context

We teach sex 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 particular, we teach Sex and Relationships Education in the belief that: SRE should be taught in the context of a stable and loving relationship; SRE 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 in the real world and online; It is important to build positive relationships with others, involving trust and respect; Children need to develop confidence to enable them to talk, listen and think about feelings and relationships; Children need to learn the importance of self-control.

Responding to children's diverse learning needs

We are aware that there is a great need for sensitivity to individual children's needs when approaching SRE. We ensure that our teaching shows sensitivity towards:

- Religious and cultural diversity
- Differing needs of boys and girls
- Diverse sexuality of young people
- Homophobic prejudice and bullying
- Disability
- Health needs

As many children are vulnerable to abuse we fully recognise the importance of teaching appropriate self-protection strategies and helping the children to recognise sources of support.

Organisation

We teach Sex and Relationships Education through different aspects of the curriculum. The main teaching about relationships is taught in PSHCE and we encourage the children to discuss issues that concern them. This teaching ranges from developing social skills, relationships within the family and others and keeping themselves safe.

In Science we follow the guidance material in the National Curriculum. In Key Stage 1 we teach children that animals, including humans, move, feed, grow and reproduce. 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 3 and 4 children learn about moving and growing; bones and muscles and about developing positive relationships.

In Years 5 and 6 we place a particular emphasis on health education, as many children begin to experience puberty at this age. We liaise with other agencies about suitable teaching materials to use with our children in these lessons. Teachers answer 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 young women. We always teach this with due regard for the emotional development of the children (as stated earlier in this policy).

We inform parents and carers of children in Years 5 and 6 prior to the commencement of the programme of lessons, explaining what the issues are and how they are taught. Parents and carers are invited to attend a meeting about SRE, view the video materials used with the children and ask any questions about our teaching of the subject.

Our children learn about cyber safety from Year 2 and online sexual exploitation from Year 4. Sessions are held annually during Internet Safety Week and throughout the year in relation to online bullying (Anti-bullying Week), as a response to issues, following parent concerns, as part of our transition process, or as the need arises. Parents are invited to Internet Safety evenings at least bi- annually.

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 SRE 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 and take these views into consideration;
- Consult with a group of parents in the drafting of this policy.

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.

Right to withdraw

Parents and carers have the right to withdraw their child from all or part of the Sex and Relationships education lesson where it does not form part of the statutory National Curriculum. If a

parent or carer wishes their child to be withdrawn from Sex and Relationship Education lessons, they should discuss this with the headteacher making 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

When children make disclosures, they are acknowledging that they need help and are placing their trust in the member of staff's judgement. If a child makes a disclosure, staff should follow the disclosure procedure and inform the Child Protection Officers (the Headteacher and/or the Learning Mentor). It is not appropriate for a member of staff to offer complete confidentiality and they should explain to the child that the information must be passed on. The child must be praised for making the disclosure.

If a child makes a disclosure within a group, the teacher should suggest that it would be more discreet for the child to talk to them at the end of the lesson.

Whilst conducting a lesson, a child may offer ideas, opinions or comments which require the teacher to declare as confidential to the session. If the session is of a sensitive nature, the teacher will declare confidentiality at the start of the lesson.

Continued Professional Development

Teaching staff involved in the delivery of SRE will be expected to identify their training needs. They will be offered appropriate training opportunities to encourage confidence in dealing with matters of confidentiality, child protection, sensitive issues and dealing with potentially difficult questions.

The role of the headteacher

It is the responsibility of the headteacher to ensure that both staff and parents are informed about the Sex and Relationships Education policy and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given appropriate training so that they can teach effectively and handle any difficult issues with sensitivity.

The headteacher liaises with external agencies regarding the school Sex and Relationships Education programme. All adults who work with children on these issues must be made aware of the school policy and that they must work within this framework.

The headteacher monitors this policy on a regular basis and reports to Curriculum Committee of the governing body on an annual basis.

Monitoring and Review

Teachers' assessment of children's learning and attitudes in Sex and Relationships Education is carried out in line with the other PSCE teaching. (See the PSHCE policy.)

The Curriculum Committee of the governing body monitors the Sex and Relationships

Education policy on a biannual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the SRE programme and makes a record of all such comments.

Appendix 1- p112 DfEE Visitors
guidance Review Date:
September 2010
March 2012

Changes made to this policy:

March 2011 – Change QCA to National Curriculum
Re-constructed first paragraph in 'Organisation' and deleted one paragraph describing content. – S. Blunn

Changes made in May 2013:- Curriculum; new paragraphs

Changes made to this policy March 2015:

Inclusion of online child sexual exploitation and where to get advice and help

Removal of parent consent forms

Removal of working with local health services and clergy

Addition of E-Safety .Our children learn about cyber safety from Year 2 and online sexual exploitation from Year 4. Sessions are held annually during Internet Safety Week and throughout the year in relation to online bullying (Anti-bullying Week), as a response to issues, following parent concerns, as part of our transition process, or as the need arises. Parents are invited to Internet Safety evenings at least bi-annually.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.