

King Stanley C of E Primary School

Sex and Relationships Education Policy

Introduction

We have based our school's sex education policy on the DfEE guidance document *Sex and Relationship 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 and mutual commitment for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health'. Sex education is part of the personal, social and health education curriculum in our school. While we use sex 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 education as a means of promoting any form of sexual orientation.

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;
- Sexual abuse and what they should do if they are worried about any sexual matters.

Context

While sex 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 that underpin all our work in school. In particular, we teach sex education in the belief that:

- Sex education should be taught in the context of marriage and family life;
- Sex 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.

Organisation

We teach sex education through different aspects of the curriculum. While we carry out the main sex education teaching in our personal, social and health education (PSHE) curriculum, we also teach some sex 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, in Year 6 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, 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 2 we teach about life processes and the main stages of the human life cycle in greater depth.

In the upper school we place a particular emphasis on health education, as many children will start to 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).

The role of parents

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 or the arrangements for sex education in the school;
- Inform parents about the best practice known with regard to sex 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 education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the headteacher, 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.

The role of other members of the community

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 and other health professionals, give us valuable

support with our sex education programme. Other people that we call on include local clergy, social workers and youth workers.

Confidentiality

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 child protection. 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 talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Child Protection Officer (Derk van den Broek or in his absence either Rose-Anne Williams or Sharon Hagg) and complete a green cause for concern form (See also Child Protection Policy.)

Monitoring and evaluation

The PSHE Co-ordinator and the Head teacher will take the lead on monitoring the school policy and its implementation, and acting on any resulting recommendations. This will happen informally on an annual basis, with a formal review and any necessary re-writing of the policy on a three year cycle.

Staff Development

Staff development takes place through:

- INSET
- external courses and dissemination of information
- information passed at staff meetings
- access to external agencies and health professionals

All actions carried out in this policy are in line with Child Protection Procedures' as laid out in the schools Safeguarding Policy.