

SEX EDUCATION POLICY



Consultation that has taken place: This draft policy has been developed by the LMT, staff, parents (at a meeting on June 10th 2010) and governors

How the policy will be disseminated to the school's community: This policy is available on the school's website. Copies are available from the office.

Date Policy Formally Approved By Governors: 22nd June 2010

Review Date(s): Spring Term 2019

Person(s) responsible for Implementation and Monitoring: LMT and School Governors

Links to other relevant documents: Teaching and Learning Policy, Safeguarding Policy. Healthy School Policy, Staff Handbook, Child Protection Policy, Science and PSHE Policies.

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1 Vision

- 1.1 Pupils leave Kea School with good knowledge about reproduction, their body and how it is changing as they grow towards adulthood. They understand the importance of family life and sexual activity as part of a committed, long-term, and loving relationship. They have respect for other people's views and what they should do if they are worried about any sexual matters.

2 Rationale

- 2.1 The DfEE guidance document 'Sex and Relationship Education Guidance' (ref DfEE 0116/2000) defines sex education 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'.
- 2.2 Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health. Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age.

- 2.3 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.

3 Statutory Responsibilities

- 3.1 Primary schools must provide and keep up to date a written statement of their policy on sex education and make it available to parents and pupils. This policy forms that statement. Parents can choose to withdraw their children from all or part of sex education, where it is provided

4 Aims

4.1 Children will learn 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

5 Principles

- 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
- 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

6 Teaching and Learning and the Curriculum

- 6.1 We will teach the following as part of the National Curriculum Science Orders:

Key Stage 1

1. b) that animals including humans, move, feed, grow, and use their senses and reproduce.
2. a) to recognise and compare the main external parts of the bodies of humans and reproduce.
f) that humans and animals can reproduce offspring and these grow into adults.
3. a) to recognise similarities and differences between themselves and others and
4. treat others with sensitivity.

Key Stage 2

1. a) that the life processes common to humans and other animals include nutrition, growth and reproduction.
2. f) about the main stages of the human life cycle.

- 6.2 We teach sex education through different aspects of the Science and PSHE curriculum. Healthy and Safe and Our Bodies are the main topics in our four year programme.
- 6.3 In PSHE and the use of SEAL resources, we teach children about relationships, and we encourage children to discuss issues. The QCA Scheme of Work 1A Ourselves provides useful teaching ideas. Children learn about how animals, including humans, move, feed, 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.
- 6.4 In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth. The QCA Scheme of Work 5B Life Cycles provides useful teaching ideas.
- 6.5 In Years 5 & 6 we place a particular emphasis on health education, as many children experience puberty at this age. Teachers do their best to answer all questions with sensitivity and care. We always teach this with due regard for the emotional development of the children (as stated earlier in this policy). Opportunities are provided for pupils to ask questions appropriately.
- 6.6 In **Year 5** we teach about:
- how and why females menstruate
 - how humans re-produce
 - how a baby is born
 - the male and female sexual organs
 - how bodies change during puberty

6.7 Resources

Resources to teach sex and relationship education include fiction, reference books, leaflets and extracts from videos.

Channel 4 Living and Growing video Unit 1, 2 & 3 plus work books.

Unit 1 5-7yrs Differences / How did I get Here? / Growing up

Unit 2 7-9 yrs Changes / How babies are made / How babies are born

Unit 3 9-11yrs Girl talk / Boy talk / Let's talk about sex

Available from 4 Learning, PO Box 400 Wetherby LS23 7LG Tel 08701 246444

6.9 Answering Questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique. Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

7 Special Educational Needs

- 7.1 Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

8 The role of parents

- 8.1 The school shares responsibility for sex education 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 at an annual meeting and, for Year 5 parents, by letter
 - Make available video material to be used for parents to see
 - 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
 - Provide resources which may be useful at home
- 8.2 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 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.

9 The role of other members of the community

- 9.1 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.

10 Confidentiality

- 10.1 Staff 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 member of staff will take the matter seriously and deal with it as a matter of child protection. The member of staff will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances they will talk to the child as a matter of urgency following protocols laid down in the child protection policy. If they have concerns, they will draw their concerns to the attention of the Head Teacher. The Head Teacher will then deal with the matter in consultation with health care professionals. (See also Child Protection Policy.)

11 The role of the Head Teacher

- 11.1 It is the responsibility of the Head Teacher to ensure that both staff and parents are informed about our sex 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.