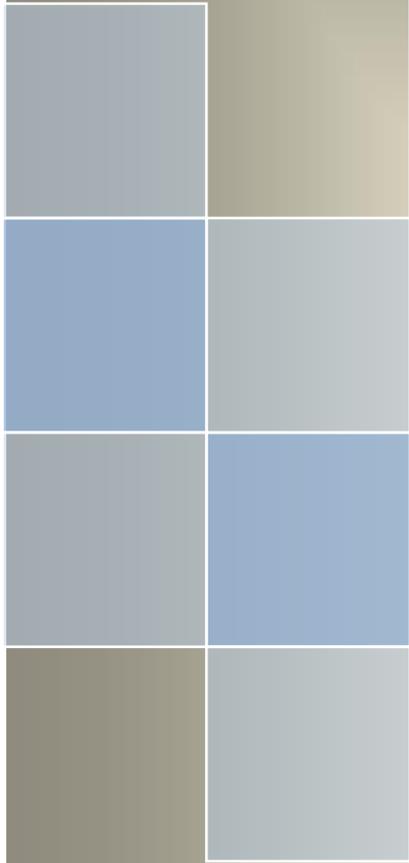


# Sex Education Policy

Moorthorpe Primary School



# **Sex Education Policy**

## **Mission/Vision Statement**

Sex and Relationship education is an integral part of our science and personal, social and health education programme, an area which is considered important throughout our school.

We believe that sex and relationship education is an ongoing process, which should start in the home and continue at school. This process should happen in partnership with parents. A positive effort has and will continue to be made to inform and involve parents.

The school's programme of sex and relationship education will be embedded within the school's science curriculum and will help children to respect themselves and others. The programme is tailored to the age and physical and emotional maturity of the children and is delivered by the school staff and invited professionals.

## **Rationale**

We have based our schools sex education policy on the DFE guidance document 'Sex and Relationship Education Guidance' (ref DFE 0116/2000) and the National Curriculum 2014. In these document, sex education is defined as 'learning about physical, moral and education development. It is about understanding the importance of family life, stable and loving relationships, respect, love and care'. 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. It is also about the teaching of sex, sexuality and sexual health.

## **Aims**

- To provide a secure, sensitive and caring framework where learning and discussion can take place
- To provide information which is easy to understand, relevant and appropriate for the needs, age and maturity of the pupils
- Encourage the use of correct vocabulary
- To foster self worth and awareness, together with a sense of moral responsibility
- To help the children to acquire and practise important life skills such as critical thinking, decision making, communication and assertiveness
- To ensure that sex education is available to all children regardless of gender, ability, cultural or religious background in line with the school's policy on equal opportunities

## **Objectives**

Sex and relationship teaching will be delivered via the curriculum.

## 1. Through national curriculum Science

At Key Stage 1: -

- Children should know that humans develop at different rates.
- The animals including humans, move, feed, grow, use their senses and reproduce
- To recognise and compare the main external parts of bodies of the humans
- That humans and animals can produce offspring and these grow into adults
- To recognise the similarities between themselves and others and treat others with sensitivity.

At Key Stage 2:-

- Begin to know about and have some understanding of the physical, emotional and social changes, which take place at puberty.
- Know that there are many different kinds of friendship; be able to talk about friends with important adults.
- That the life processes common to humans and other animals include nutrition, growth and reproduction
- The main stages of the human life cycle

2. Through the school's science and RE Scheme of Work Year 2 to Year 6 have a set of lessons to directly address the growing and changing that occurs from a baby up to an adult. Here the children are taught:

- As with other units of work Sex Education will develop in response to key questions
  - Sex education at the school will be developmental and age appropriate
  - Pupils will be taught about the nature of the human body and how it grows and changes
  - Sex education will be taught within the context of relationships and family life
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- Consult with parents on matters of health education policy.
  - Involve children in our school regarding sex education.
  - Look positively at any local initiatives that support us in providing the best sex education teaching programme that we can devise, including the school nurse.

### **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 (PSHCE) curriculum, we also teach sex education through science subject areas (see National curriculum 2014 science- Y5 PoS)

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.

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 in 5 and 6 will be doing 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.

### **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 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 Headteacher, 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 and PSHCE/SRE is soon to become statutory.

### **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 give us valuable support with our sex education programme.

### **Confidentiality**

Discussion will be encouraged at all times

Ground rules for discussion excluding personal questioning of staff or pupils will be established

We shall attempt to deal with questions in a sensitive, open, frank and matter of fact way.

Questions concerning homosexuality, sexually transmitted diseases and contraception will be answered if raised.

Difficult or explicit questions do not have to be answered directly. Teachers will use their own discretion in these situations.

Most groups will be mixed age and gender but if felt more appropriate, single sex or age groups may be formed.

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 deal with it as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Headteacher. The Headteacher will then deal with the matter in consultation with health care professionals. (See also Child Protection Policy)

#### **The role of the headteacher**

It is the responsibility of the Headteacher 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.

The Headteacher liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

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

#### **Assessment**

On going assessments will be made of individual responses to individual programmes of study and included in assessment of progress in personal and social development. These will also act as formative evidence of the pupils understanding of the subject. This is then use by the teacher to make a summative assessment.

### **Equal opportunities**

Pupils will have the opportunity to participate in Sex education and relationships. However, parents have the right to withdraw their children from some of the curriculum after discussion with the headteacher and if the school is notified in writing.

### **Child Protection**

All staff have an awareness and understanding of child protection procedures. (See policy)

### **Staff Support and Development**

It is appreciated that some staff may feel less comfortable with this area of the curriculum. All staff will be supported with appropriate training and support and if preferred, alternative staff or visiting professionals may be asked to deliver the curriculum.

### **Role of Subject Leader**

#### **Monitoring and Review**

It is the responsibility of the science subject leaders to monitor the standards of children's work and the quality of teaching in sex education supported by the Headteacher.

The coordinator will also:

- Attend insets and disseminate to staff
- Consult and advise colleagues
- Monitor sex education throughout the school
- Assist the planning process
- Review annually the resources available and purchase any necessary equipment and books
- Set clear realistic targets for raising standards throughout the school

### **Governors**

The Governors responsible for the curriculum are kept informed of any new developments and progress made pertaining to sex education. Andy Clark is the Healthy Schools Governor and leads this process.

**Date June 2016**

**Reviewed annually**