

Toll Bar Primary School

Sex and Relationship Education Policy

1 Rationale

- 1.1** We have based our school's sex education policy on the DfEE guidance document Sex and Relationship Education Guidance (ref DfEE 0116/2000). The DfES definition of sex and relationship educational policy is 'lifelong learning about physical, moral and emotional development'. Under this definition the governors have decided that sex education should be included as part of our curriculum
- 1.2** Sex education is part of the personal, social and health education curriculum in our school. As such it is part of the foundation of relationships within our school and is not purely information about reproductive functions. While we use sex education to inform children about sexual issues, we do this with regard to children to ask and explore moral questions. We do not use sex education and relationships as a means of promoting any form of sexual orientation.

2 Aims and Objectives

- 2.1** We teach children about:
- the physical development of their bodies as they grow into adults;
 - the way humans reproduce(6);
 - respect for their own bodies
 - moral questions, to help children reach their own informed opinions, attitudes and values;
 - relationship issues;
 - respect for the views of other people;
 - sex abuse and what they should do if they are worried about any sexual matters.
- 2.2** Work is not just to be the giving of information but is to help in:
- Developing responsible attitudes
 - Adopting a responsible frame of behaviour
 - Formulating and exploring attitudes, feelings and values in a sympathetic and supportive environment
 - Developing skills in communication, risk assessment, decision making and seeking help relevant to sex and relationship behaviour.
- 2.3** We teach sex and relationship education in the context of the school's aims and values framework. While sex and relationship 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 school. In particular, we teach sex and relationship education in the belief that:
- 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

- it is important to build positive relationships with others, involving trust and respect;
- children need to learn the importance of self-control,
- good quality, accurate sex education can positively contribute to fulfilling relationships later in life.

3 Organisation

3.1 We teach sex and relationship education through different aspects of the curriculum. Our planned programme identifies learning outcomes, appropriate to pupils' age, ability, gender and level of maturity. While we carry out the main sex and relationship 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.

3.2 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, 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.

3.3 In the Foundation Stage and Key Stage 1 we teach children 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. Pupils should:

- have access to correct information about their own body and be able to name the main external parts of the human body,
- have an acceptable agreed vocabulary
- feel secure in answering questions
- be sensitive to the feelings of others, recognising similarities and differences between themselves and other pupils
- be aware that people differ in their stage and rate of development
- know about personal safety

3.4 In Key Stage 2 we teach about life processes and the main stages of the human life cycle. Pupils should:

- deal with Key Stage 1 issues in more depth
- show increased consideration for others
- prepare for puberty and the main stages of the human lifestyle
- develop a consideration of gender roles and the problems of stereotyping
- be encouraged to seek to form a considered view regarding their personal behaviour
- begin to develop the attitudes and skills necessary to withstand inappropriate peer pressures

3.5 In Year 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

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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.

3.6 We arrange a meeting for all parents and carers of children in Year 6 to discuss this particular programme of lessons, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching.

3.7 Our pupils need to feel relaxed and confident when discussing sex and relationship related issues. This will happen if staff are confident in their teaching and use a variety of techniques to help children feel able to talk openly:-

- encourage children to think about what they need to learn and how they can best learn it,
- establish ground rules with the children how they should and should not behave in discussions (as in Circle Time)
- Discuss appropriate language
- Use small group work, sometimes single sex groups, for issues which may be embarrassing to some children
- Use humour
- Use a question box for posting anonymously posted questions
- Vary energy levels of lessons

3.8 If staff are asked by a child what they think about a particular issue they must give an honest reply, but explain that other people may have different views so as to give a balanced view. Our children must be encouraged to understand that many relationship issues are complex and they must reach their own views.

4 The role of parents

4.1 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.

4.2 Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school, except for those parts included in the statutory national curriculum for science. 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.

5 The role of other members of the community

- 5.1 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.

6 Confidentiality

- 6.1 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 must draw their concerns to the attention of the headteacher. The headteacher will then deal with the matter in consultation with health care professionals, social services or other appropriate professionals.
- 6.2 (As PSHE/Citizenship policy)

7 The role of the headteacher

- 7.1 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 headteacher'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.
- 7.2 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.
- 7.3 The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.
- 7.4 The headteacher is the named member of staff responsible for sex and relationship education.

8 Menstruation

- 8.1 Emergency supplies of sanitary towels are kept with the first aid equipment. Soft toilet paper and hand drying facilities are available.
- 8.2 The girls toilets do not aid basic aspects of a girl's practical needs for hygiene, privacy and dignity. The situation could therefore result in increased stress on a young girl. If the needs arise therefore girls are to be allowed to use the staff toilet. No fuss in front of others should take place. Parents are to be contacted to check that no other worries arise,

9 Monitoring and review

- 9.1** The Curriculum Committee of the governing body will monitor our sex education policy every three years or if a major incident arises. This committee will report its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee will give serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments.

10 Assessment

- 10.1** Assessment against cross curriculum objectives will take place in those subjects.
- 10.2** Staff must also be aware of children expressing deep concerns or having relationship problems and discuss these immediately with the Headteacher and parents.

11 Resources

- 11.1** Resources for sex and relationship education are kept on the PSHE and Science shelves in the computer room.

Date of Last Review: March 2014
Date of Next Review: March 2016

Signed:

Date: