

9St Andrew's Church of England Primary School

Relationship and Sex Education Policy

The reason for this policy

The School and Governors recognise their responsibility to support children in developing caring and responsible attitudes to relationships. We believe this policy should lead to the development of understanding and attitudes which prepare children to view their relationships in a responsible and healthy manner.

Who was consulted

All staff, teaching assistants, parents and a selection of pupils together with the full governing body were consulted about this policy.

Relationship to other policies

Sex education will form an integral part of the curriculum policy and the schemes of work for science, citizenship and personal, social and health education (PSHE) and relates to child protection.

Principles related to the aims and ethos of the school

St Andrew's Church of England Primary School believes that sex education in this school will be developmental and will prepare pupils for further work at school, and will work towards partnership with parents. At no stage do we teach children explicit sexual terms other than to use the correct body part names during science or preparation for puberty workshops.

The Governors and staff believe that sex education is part of the entitlement of pupils.

But we expect parents to discuss with their children issues that arise within their own families.

The community accepts and acknowledges that appropriate sex education helps our pupils' development, confidence and self esteem.

The Sex Education programme will encourage the following values:

- respect for self
- respect for others
- responsibility for their own actions
- responsibility for their family, friends, school and wider community

The Policy

This policy is designed to complement and support parents in the development of their children and to ensure that all children:

- develop confidence in talking, listening and thinking about feelings and relationships
- are able to name parts of the body and describe how their bodies work
- can protect themselves and ask for help and support
- are prepared for puberty
- recognise the physical, emotional and moral implications and risks of certain types of behaviour
- know the basics of human reproduction

Entitlement

Relationship Education in our school should be available to all children regardless of ability, race or gender. The curriculum and organisation of the school must allow each pupil to learn at a pace that is appropriate for them. Opportunities must be offered to enable all pupils to develop fully their knowledge within the context of the spiritual, moral, social and cultural framework of the school.

Implementation

Sex education will be co-ordinated by the Headteacher, PSHE Co-ordinator in close co-operation with the Curriculum Committee of the Governing Body and the School Nurse.

Delivery

- as topics : through planned aspects of science
- pastoral care : addressed when appropriate in assembly
- occasional visits from school health visitor and other visitors
- through the use of story time and class
- as a community we celebrate the birth of children

Working with parents

The school is committed to working with parents. Under the 1993 Education Act pupils can be withdrawn by their parents from the part of sex education that is outside the compulsory elements of the science national curriculum.

Parents wishing to exercise their right must confirm this in writing to the headteacher. Concerns of parents will be explored and the possibility of adjusting the programme to accommodate the needs of the child will be given consideration.

Any specific sex education materials will be available for parents.

Child Sexual abuse

The head and deputy and another member of staff are trained in aspects of child abuse and the necessary procedures that must be followed.

Confidentiality

A child's confidentiality will be maintained. But if it is believed that the child is at risk or in danger a teacher must confer with the Designated Person for Child Protection. The child will be supported by any member of staff with whom he/she feels comfortable.

Teaching methods

Active learning methods will involve children's full participation. Single gender groups will be used as deemed appropriate and relevant.

See delivery.

Use of visitors

There are various people who can help with resources and support. These people may include parents and the School Nurse. The School Nurse has a planned number of "drop-ins" through the year which are open to parents and pupils.

Answering difficult questions

Sometimes an individual child will ask an explicit or difficult question. Questions do not have to be answered directly and can be addressed individually later. N.B. to give advice or explanations in some areas relating to sexuality/substances may involve child protection issues or could be seen as a breach of the law. Teachers must exercise discretion in these situations

and should refer to the head or deputy head if they are concerned for further advice and clarification. If in doubt ASK

Content

National Curriculum for Science

Pupils should be taught the relevant parts of:

1. Life processes
2. Humans as organisms

A sequence for teaching sex education

This includes elements of the National Curriculum, PSHE, Social and emotional Aspects of Learning and Health Education matters.

Although the sequence is developmental certain themes are repeated in Class time and assemblies so that information is relevant and appropriate to the age and maturity of the pupils

ages 4-5

- people in my life. What they do for me and what I do for them;
- my moods- feeling happy, sad and so on;
- friendships
- loss and mourning (eg pet, person)
- keeping safe - danger I might come up against. Saying no;
- my body and other people's bodies - similarities and differences;
- the beginning of life - me, animals, plants;
- ageing - how we know things are alive, dead, young, old;

ages 6-7

- changes as we grow;
- different types of families;
- feelings in families (e.g. love, jealousy)
- what helps people to get on with each other (e.g. listening/sharing)
- what makes me happy;
- what I like or don't like about other people;
- keeping safe;
- caring for myself; - hygiene, sleep, exercise;
- people who help me to care for myself;
- inside my body - the functions of different parts;

ages 8-9

- feelings - things which make me happy, sad embarrassed, scared etc;
- difficult situations - e.g. teasing and bullying
- changes in my own body and in those of others;
- how babies begin and are born - how they grow;
- family trees
- keeping healthy - exercise, diet, grooming, the immune system;
- friendship - who our friends are; how we make and lose friends;
- making decisions - influences on me;
- keeping safe;
- varied lifestyles in the class and community - differences in others

ages 10-11

- decision making, risk taking;
- feelings about the future (e.g. changing schools)
- families and how they behave- what members expect of each other;
- celebrations of birth, christening, puberty, marriage and death in different cultures;
- expressing feelings and how we can do this in an assertive way, not bullying;
- differences and similarities in people,
- sexuality - what is it, and what words describe it;
- body changes in me and others - why they are happening;
- things that go into my body that will make me well (e.g. good food and medicines when we are ill)
- things that go into my body that will harm (drugs that are not medicines, cigarette smoke, poisons);
- messages about health and sexuality from television, videos, films, computers and newspapers

Success criteria

The policy will be followed successfully if the school has responded honestly and fully to the needs of young people, setting the teaching and advice within a developed moral context.

If the school has worked together with parents and children to ensure that the needs of all young people are identified and met.

Drafted By: D Hodgson

Approved by the Governing Body on: April 2017

This policy will be reviewed: April 2020

Person to initiate review: Chair of the Standards Committee