

ASTON ALL SAINTS C OF E PRIMARY SCHOOL

Sex and Relationship Education Policy

Date: January 2015

Review Date: January 2017

1. Introduction

We have based our school's sex education policy on the DfEE guidance document Sex and Relationship Education Guidance (ref 0116/2000). In this document, sex and relationship education is defined 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'. Sex and relationship 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 within safe boundaries. We do not use sex education as a means of promoting any form of sexual orientation.

2. Aims and objectives

We teach children about:-

- The physical development of their bodies as they grow into adults;
- 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.

3. Context

We teach sex and relationships education in the context of the school's aims and values framework. 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 which underpin all our work in school. In particular, we teach sex education in the belief that:

- Sex and relationship education should be taught in the context of marriage and stable relationships;
- Sex and relationship education is part of a wider social, personal, spiritual and moral education process;
- Children should be taught to have respect for their own bodies;
- It is important to build positive relationships with others, involving trust and respect.

4. 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 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.

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.

In science lessons in upper key stage two, teachers inform children about puberty. For this aspect of the school's teaching, we follow the guidance material in the national scheme of work for science. In 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. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

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 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 regard for the emotional development of the children (as stated earlier in this policy).

We inform all parents and carers of children in Year 6 about this programme, to explain what the issues are and how they are taught and about the materials the school uses in its teaching. All parents must give written consent for their child to take part in the programme.

5. The role of the parents

The school is well aware that the primary role in children's sex and relationship 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. This is posted on the school website.
- 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.

6. 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.

7. 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 head teacher. The head teacher will then deal with the matter in consultation with health care professionals. (See also - The school's Safeguarding Policy.)

8. The role of the head teacher

It is the responsibility of the head teacher to ensure that both staff and parents are informed about our sex and relationship 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 head teacher 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 the work within this framework.

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

9. Monitoring and review

The governing body monitor and review the Sex and Relationship Education Policy and governors give serious consideration to any comments from parents about the sex education programme and makes a record of all such comments.

Signed.....

Date.....