

West Exmoor Federation



Sex & Relations Education Policy

Reviewed in June 2013

West Exmoor Federation - Sex and Relationship Policy

Introduction

Within the West Exmoor Federation we aim to help the children grow into independent and responsible people with special interest in their spiritual and moral development through building tolerance and respect for themselves and others. At each school within the federation we promote health in its widest sense; attending to the physical, social and psychological development of the pupils and the maintenance of good health for all pupils and staff. As part of this it is considered that the development of emotions and self-esteem is central to our aims and a key element of this is a carefully considered and constructed Sex and Relationship Education Policy for all children in our care.

Sex and Relationship Education should happen in partnership with parents/carers. It has become increasingly recognised that Sex and Relationship Education should not be something that is simply 'bolted on' as children go through puberty, but should be gradually developed as an integral part of the curriculum in a way that is appropriate to the age of the child. It is an entitlement for all children, as part of the curriculum requirements of science (Life process and living things) and health education. Given the potentially sensitive nature of this subject, we will ensure that Christian, moral and social questions are considered throughout the scheme of work. Sex and Relationship Education is not just about reproduction and sexual health, but must also strive to enable children to act responsibly in making and maintaining relationships with others, to feel good about themselves and the choices they make and to develop assertiveness skills and the ability to respect themselves and others.

Sexual development is a natural process, just one aspect of growing up emotionally, socially and physically. Each is an integral part of growing to adulthood and independence. Our policy enables children to make comparisons with their own development and to reflect on their own relationships in positive ways. Ultimately the teaching and learning is about the promotion of self-esteem and the fostering of individual well-being. Children will be given credit for their ideas and opportunities to reflect upon their own experiences and review their learning.

In the context of this our Sex and Relationship Policy aims to:

- Give clear and appropriate information and knowledge by answering children's questions openly, honestly and appropriately;
- Promote positive attitudes and values promoting self-esteem and fostering of individual wellbeing;
- Promote the necessary skills for effective communication, long and happy relationships and positive behaviour and development;
- Challenge beliefs that are often complicated by misinformation.

These objectives can only be achieved as a developmental process beginning at the early years at an appropriate level and progressing through childhood and adolescence into adulthood. It is to this end that we have chosen to use a well developed and recommended series of programmes produced by Channel Four Learning called Living and Growing.

Strategy for implementation

Sex and Relationship Education is taught as part of the Personal, Social and Health Education (PSHE) and science curriculum and will, therefore, be part of the teaching programme in all key stages.

Key Stage One (Yr 1/2) will use Unit I of the Living and Growing Series which looks at:

- living and nonliving things;
- boys and girls parts of the body;
- life cycles;

- growing up;
- where things come from.

Lower Key Stage Two (Yr 3/4) - will use Unit 2 of Living and Growing series:

- how we change as we grow up and how we change physically and emotionally at the onset of puberty;
- how babies are made;
- the importance of loving and caring relationships;
- life cycles and how babies are born, including the development of babies within the womb and the needs of mothers and babies.

Upper Key Stage Two (Yr 5/6) will use Unit 3 of Living and Growing Series which considers:

- girl talk and the physical and emotional changes at the onset of puberty, including menstruation;
- boy talk and the physical and emotional changes at the onset of puberty, including 'wet-dreams';
- development of relationships;
- images of sex created by the media;
- conception and contraception.

Living and Growing provides the framework for effective sex and relationship education, which relates to the children's stages of development, with activities presented in the context of family life, loving relationships and respect for others. It is a clear programme of planned activities.

There will be opportunities for girls to talk to a female member of staff and boys to talk to a male member of staff during the course of these units of work. Whenever possible health professionals, especially the school nurse, will work in partnership with the schools and may come into school to discuss issues with the children.

We will treat questions that the children may wish to ask with sensitivity - a question box will be available in Key Stage Two where the children can 'post' questions that will be responded to anonymously. Children's questions will be answered appropriately and honestly. However some issues brought up may be inappropriate and they will not be answered, but it will be suggested that they are discussed within the family unit.

The Living and Growing programmes, together with the supporting materials, are available for viewing in each school with the federation by any parents/carers wishing to do so. If there are any parental concerns we will be happy to discuss them.

Inclusion

This policy is written with the inclusion of all pupils in mind. Its content will be differentiated to accommodate all levels of ability.

We will respect the beliefs of parents who wish to withdraw their child from a sex education programme. Parents cannot however withdraw their children from aspects of sex education which are part of the National Curriculum. We will engage in a positive dialogue with a view to illustrating to parents the relevance and importance of such a programme to their child. Parents who still wish to exclude their child from a sex and relationship education programme will be asked to do so in writing to the Headteacher.

Sex Education guidelines

We believe that sex education should happen in partnership with parents/carers. As with all other areas of our school, a positive effort will be made to inform and involve parents/carers at all stages of the sex education scheme of work delivered in our school. We also hope to provide advice to parents/carers, where appropriate.

It is recognised that sex education is part of the more general area of Personal and Social Education and that this area is considered important and valuable throughout the school.

It is also recognised that there are appropriate bodies of knowledge for an appropriate age or stage of readiness.

Sex education at schools within the West Exmoor Federation will deal with sexuality in the broader context of the individual life and society. It will respect the family as a context for procreation growth and maturing.

Development and Review

This policy was written in consultation with governors, staff, parents/carers, pupils and Devon Curriculum Services during the 2007/2008 academic year and was ratified at a Governors' Meeting held on 27th September 2008. It will be reviewed by the Governing Body on an annual basis.

Adopted on: 27th September 2008

Due for Review: October 2011