



POLICY FOR SEX EDUCATION

Introduction

Policy Ratified: March 2016

Policy Review Date: March 2018

Policy or Subject Co-ordinator: Davina MacIntosh – PHSE, Sujata Deshmukh – Science, Julia Pearson – Learning Mentor

This policy is accessible to:

all staff (permanent, temporary, supply or otherwise)

advisers/inspectors

parents (on request)

Broadfields Primary School Governors.

All staff have access to a copy saved on the school website.



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The policy can also be found in the master policy file in the school office.

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Overall Aim

The aim is to prepare pupils to cope with the physical and emotional challenges of growing up, and to give them an elementary understanding of human reproduction. We aim to provide a framework for effective Sex and Relationship Education within the school environment. Our Sex and Relationship programme reflects the aims and values of our school and its Governing Body.

Roles and Responsibilities

Governors

As part of their general responsibilities for the management of the school, the Governors play a key role in the development of the school's Sex and Relationship policy. They will continue their involvement through regular evaluation of it.

Headteacher

The Headteacher takes overall responsibility for this policy and its implementation and for liaison with the Governing Body, parents and the Local Education Authority, also appropriate agencies.

PHSE Co-ordinator

The co-ordinator with the Headteacher has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to Sex and Relationships education and the provision of in-service training. Parents are the key people in teaching their children about Sex and Relationships, by:

- Maintaining the culture and ethos of the family
- Helping their children cope with the emotional and physical aspects of growing up.
- Preparing them for the challenges and responsibilities that sexual maturity brings.

Parents need to know that the school's Sex and Relationship Education programme will compliment and support their role as parents and that they can be actively involved in the determination of the school's policy. Parents will be encouraged to support the school's Sex and Relationship Education and access to this policy. The co-ordinator will also make available the materials used in lessons to parents. It is their statutory right to look at the resources used to deliver the curriculum.

All Staff

Sex and Relationship Education is a whole school issue. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

The framework for Sex and Relationships Education (SRE)

- Provides essential knowledge, skills and understanding
- Relates to other initiatives including N.H.S.S.
- Benefits children, school and society

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- Is flexible and offers a basis for continuity and progression

Sex and Relationships education should begin well before the onset of puberty and the changes it brings. Talking about sex and relationships should be normalised from the beginning of a child's education.

Research has shown that S.R.E. which aims to prevent unwanted teenage pregnancies or sexually transmitted infections (S.T.I.s) should be initiated early, before patterns of sexual behaviour are established. The content of sex and relationship education should place the needs of children and young people firmly at its centre. The Children's Act of 1989 required children's views to be taken into account in the light of their age and understanding,

School based S.R.E. should meet the needs of the boys as well as the girls, young people from minority ethnic groups and young people with physical disabilities or special educational needs.

Sex and Relationships education should be firmly rooted in the framework for PSHE. Effective sex and relationship education enables young people to make responsible and well informed decisions about their lives. It should not be delivered in isolation. It should be firmly rooted within the framework for PSHE and the National Curriculum.

The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescent in adulthood.

The PSHE framework will help pupils develop the skills and understanding they need to live confident, healthy and independent lives. It will play an important role alongside other aspects of the curriculum and school life, in helping pupils deal with difficult moral and social questions. The National Healthy Schools Standard will provide a useful and supportive framework for delivering sex and relationship education. Effective delivery of sex and relationship education is embedded in the success criteria of the standard.

The principal underlying the Standard is that effective Sex and Relationship Education is best achieved through a whole-school approach, which ensures that the school's policy is appropriately set for the age and maturity of the pupils. This includes involving parents and carers, giving staff appropriate training and support and ensuring that pupils' views are listened to.

Section 1 of the Education reform Act 1988 places a statutory responsibility upon schools to provide a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school.

Our school Sex and Relationship education programme will provide:

- Accurate information and combat ignorance, prejudices
- Develop mutual respect and care for others

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- Encourage children to become aware of a range of views and to reach their own informed opinions
- Develop skills relevant to decision making in sexual behaviour and relationships
- Enhance the child's self esteem
- Be taught through a differentiated programme to meet the needs of children of different ages and stages of development
- Be conducted in a sensitive manner
- Enable children to air their feelings and views
- Help children prepare for their future lives

Programme of Study addressed through PSHE and Citizenship Schemes of Work

Foundation Stage

- All sessions will be delivered using subject appropriate language.
- Disposition and attitude
- Self confidence and self esteem
- Making relationships
- Behaviour and self control
- Self care
- Sense of community.

Key Stage 1

- Know that animals including humans move, feed, grow, use their senses and reproduce.
- Recognise and compare the main external parts of the bodies of humans.
- Know that humans and animals can produce offspring and these grow into adults.
- Recognise similarities and differences between themselves and others and treat others with sensitivity.

Key Stage 2

- Know that the life processes common to humans and other animals include nutrition, growth and reproduction.
- Know about the main stages of the human life cycle.
- Avoid being exploited or exploiting others
- Avoid being pressured
- Access confidential sexual health advice and support
- Know how the law applies to sexual relationships

Teaching Strategies

A variety of teaching strategies are applied to enrich SRE with creativity. All sessions are based on firm, fair ground rules. These include -

- Circle Time
- Drama
- Group discussion/ Paired work

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- Puppets
- Storyboard
- Worksheet

Methodology for Year 6 when dealing with Human Reproduction

Human reproduction is covered during the course of the year 6 topic “My Body”. It is taught as part of a general enquiry into the functions of the body e.g. digestion. The children are taught, simple biological facts of the reproductive systems e.g. fertilisation of the ovary and the development of the foetus.

Parental Right of Withdrawal

All parents are written to, giving notice of the school's SRE programme.

Section 241 of the Education Act 1993 gives parents the right to withdraw their children from any or all parts of a school's programme of Sex Education.

OTHER THAN THOSE ELEMENTS WHICH ARE REQUIRED BY THE NATIONAL CURRICULUM

Parents do not have to give reasons for their decisions, nor do they have to indicate what other arrangements they intend to make for providing sex education for their children.

Once a request that a child be excused has been made, that request must be complied with until the parent changes or revokes it.

Specific Issues Statements

A. Children withdrawal procedures.

Parents may withdraw their children from any or all parts of the schools programme of sex education. Whilst such lessons are being conducted the child will be provided with appropriate tasks and asked to work under the supervision of another teacher.

B. Child Sexual Abuse Procedures

If a teacher has any concerns regarding the welfare of a particular child than that teacher will make a dated note of their worries and liaise with the nominated persons and staff. Any information thus obtained will be regarded as strictly confidential and will be passed to staff on a need to know basis only. After consultation, it is the decision of the Headteacher as to whether the information is forwarded to the relevant body.

C. Confidentiality

Any information thus obtained will be regarded as strict confidentiality and will be passed to members of staff that need to know.

Procedures for the involvement of Health Professionals

The school nurse visits the school to discuss a range of the health issues and helps to deliver work on the topic – sex and relationships.



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Facilities for Menstruating Girls

Sanitary products are available within the upper Key Stage 2 female cloakroom. When changing for P.E. girls will have the option of going to the cloakroom to get changed.

Limits of Confidentiality and legal requirements

Many teachers fear that young people may disclose information to them about sex-related issues. It is important that ground rules are agreed to allow sensitive issues to be discussed whilst protecting the right of pupils and staff. Some young may have concerns which they wish to share with a teacher, and whilst teachers wish to be supportive it is important that they realise that absolute confidentiality cannot be given. Staff need to use the support referral systems available in our school and also be aware of our child protection procedures.

Parents have a right to be informed of any issue which is causing their child concern. We will always handle this kind of situation with care and consideration. The Headteacher would consider if there are any special circumstances which may temper this right.