

SEX EDUCATION POLICY

GILDERSOME PRIMARY SCHOOL



Reviewed: Summer 2018
Next review: Spring 2019 (New curriculum requirements)

Sex & Relationship Education Policy

At Gildersome Primary School we continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability. Our school and our staff members are committed to safeguarding and promoting the wellbeing of all children.

1. Introduction

We have based our school's sex and relationship education policy (SRE) on the DfE guidance document Sex and Relationship Education Guidance. In this document, sex 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 (PSHE) curriculum in our school. While we use sex and relationship education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility in a way that allows children to ask and explore moral questions. We do not use our Sex and Relationship Education as a means of promoting any form of sexual orientation or activity, rather national statistics indicate that effective teaching of SRE is more likely to delay a young persons' first sexual experience and has led them to use contraception. In the development of this policy, we have interpreted this statement as appropriate for the needs and age of our pupils, including a balanced consideration of different kinds of healthy and positive relationships.

2. Aims and objectives

We teach children about:

- Recognising the personal qualities in themselves and others and to begin to understand what they value in others.
- Valuing differences in people and learning to empathise with others by considering their feelings.
- Young species needing the care of their parents and understand and value the changes a new baby can bring to family life.
- To be able to recognise that people's needs and wants are different.
- To be able to make decisions for themselves and be aware of the influence of others. To be able to assert themselves.
- To be able to respect and be aware of personal space. For children to be able to recognise how people show their feelings to one another but to know that sometimes people's behaviour and their true feelings are different.
- To understand the process of growing up, respect their bodies and know the need to take care of them.
- To know that people are attracted to others by physical qualities and understand that relationships depend upon more than physical features.

3. Context

3.1 The Sex and Relationship Education curriculum (SRE) draws primarily on the skills of the teacher by using active teaching strategies throughout. Each lesson has one or more

learning objectives and key questions with practical activities in most sessions. All lessons are concluded with a plenary session enabling teachers to draw together the strands of the children's learning.

- 3.2 The children's discussions, supported and facilitated by the teacher allows the children to develop their attitudes, feelings and thoughts about relationships with content that is appropriate to both their age and stage of development.

4. Equal opportunities

- 4.1 All children irrespective of ability, gender, ethnicity or religion will be given the opportunity for equal access to the SRE curriculum.
- 4.2 SRE will mostly be taught in the usual, mixed-sex class groupings. Where possible, an opportunity will be provided for older girls to discuss specific issues (e.g. menstruation) with a female teacher and for the older boys to discuss specific issues (e.g. wet dreams) with a male teacher.
- 4.3 Whilst recognising children's rights to equal opportunities, it is important to respect the beliefs of different religions and cultures. Where appropriate, teachers will make children aware of different beliefs and practices (e.g. contraception). In certain instances, this may require some form of modification of approach.
- 4.4 Wherever possible the teacher will use differentiation to provide for the needs of children with Special Educational Needs and Gifted and Talented Children.

5. The National Healthy School Standard

We work in accordance to the National School Standard scheme which promotes health education.

We therefore:

- Consult with parents on all matters of health education policy;
- Train all our teachers to teach sex and relationship education;
- Listen to the views of the children in our school regarding sex and relationship education;
- Look positively at any local initiatives that can support us in providing the most effective sex and relationship education teaching programme that we can devise.

6. Organisation

- 6.1 We teach sex and relationship education through different aspects of the curriculum. While we carry out the main sex education teaching in our Personal, Social and Health Education (PSHE) curriculum, we also teach some of our sex education through our Science and Physical Education curriculum 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.
- 6.2 In PSHE and SEAL we teach children about relationships and we encourage children to discuss issues that are of an appropriate age.
- 6.3 In Science we teach them about the parts of the body, the correct scientific vocabulary for these (breasts, vagina, testicles and penis) and how they work as recommended by the DfE SRE guidance document.
- 6.4 In Year Six we place a particular emphasis on health education as many children experience puberty at this age. Pupils can ask questions anonymously by posting them into an 'ask it basket' and teachers strive to answer as many of the questions as they can in an age appropriate and sensitive manner. By the end of Key Stage Two we ensure that both boys and girls know how babies are produced and born, how their bodies change

during puberty, what menstruation is. We always teach this with due regard for the emotional development of the children.

- 6.5 We inform parents and carers of the content of our SRE curriculum for each year group via a letter.
- 6.6 Parents are encouraged to contact their child's class teacher should they wish to know more about the specific content of their child's SRE lessons.

7. Informing parents of SRE lessons

Letters and electronic mail will be sent to all parents/carers explaining what each SRE lesson covers for each year group along with the lesson objectives and key questions. Parents are asked to acknowledge receipt of receiving the letter stating if they do not give their child permission to participate in the forthcoming SRE lessons. If we do not receive a reply slip we will assume that parents/carers give their permission to their child attending the SRE sessions.

8. The role of parents

We believe that the teaching of SRE is the joint responsibility of school and home. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation. In promoting this objective, we:

- Inform parents about the school's sex and relationship education policy and practice – having an electronic version on our school website and sending home a copy of the curriculum coverage;
- Answer any questions that parents may have about the sex and relationship 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;
- Encourage parents to be involved in reviewing the school policy and making modifications to it as necessary – inviting parents to be on an SRE parent panel during each policy review cycle;
- 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 and relationship education programme that we teach in school. If a parent wishes their child to be withdrawn from sex and relationship lessons they must state this on the reply slip on the bottom of the letter that is sent to parents. This will then be followed with a meeting with the class teacher and Head Teacher to discuss which aspects of the programme they would like to withdraw their child from. Teachers have a duty to inform parents of the effects of withdrawing a child from SRE lessons so that parents are fully informed when making their decision. The school must also explain to parents that all pupils must access the science based element of SRE lessons as this is statutory. The school always complies with the wishes of parents in this regard.

9. The role of pupils

- 9.1 Pupils in years 6 will be asked their opinions in relation to the delivery and content of SRE to help inform and shape our curriculum so that it is a 'needs led' programme of study that is age appropriate – this will be through our My Health My School survey which all Year

Six pupils complete annually on an electronic format as well as small group interviews to collect a sample of children's views pre SRE lessons and post SRE lessons.

9.2 Pupils will be involved as a class to compile a list of desirable ground rules that they should try to adhere to during each SRE lesson.

9.3 All pupils are expected to adhere to the non-negotiable ground rules in an age appropriate manner that is shared by their class teacher. These are as follows:

Ground rules.

- No-one (teacher or pupil) will be expected to answer a personal question.
- No-one will be forced to take part in a discussion.
- Correct names for body parts are encouraged.
- Meanings of words will be explained in a sensible, factual way.

Children will agree other rules as they see fit. This will be guided by the teacher.

10. Our SRE withdrawal procedure

10.1 If a parent/carer does not give written permission to their child attending SRE lessons they will be invited to meet face to face with the class teacher and Head Teacher to discuss the consequences of withdrawing their child. Parents will be encouraged to access the materials to help them make an informed decision about their child's education.

10.2 If a child is withdrawn from an SRE lesson they will complete an alternative PSHE activity at an age appropriate level outside of the classroom environment under the supervision of a designated adult.

10.3 The school will inform parents/carers whether the content of the lesson that they want to withdraw their child from is from the statutory or non-statutory curriculum. If it is from the statutory Science curriculum the school have a duty to teach the child this information.

11. 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.

12. Confidentiality

Teachers conduct sex and relationship education lessons in a confident and sensitive manner. However, if a child makes a reference to being involved or likely to be involved in a 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.

13. The role of the Head Teacher

13.1 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 deal with any difficult issues with sensitivity.

13.2 The Head Teacher liaises with external agencies regarding the school sex and relationship education programme, ensuring that all adults who work with pupils on these issues are aware of the school policy and that they work within this policy.

13.3 The Head Teacher monitors this policy on a regular basis and reports to governors when requested on the effectiveness of the policy.

14. Monitoring and review

14.1 The Pupil Support Committee of the governing body monitors our sex and relationship education policy. The committee reports its findings and recommendations to the full governing body as necessary if the policy needs modification. The committee gives serious consideration to any comments from parents with regards to our programme of work, recording all comments.

14.2 The policy will be reviewed every three years or earlier if legislation changes.