

Huntspill Community Federation



SEX & RELATIONSHIP EDUCATION POLICY



Lead Person: Derek Nevell
Committee: Teaching & Learning
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Introduction

Our school's policy on sex & relationship education is based on the DfES document 'Sex & Relationship Education Guidance' (DfES 0116/2000). We recognise 'Sex & Relationship Education' as the policy's full title, but, we will refer in the rest of this policy simply to 'sex education'. In the DfES document, sex education is defined as 'learning about physical, moral & emotional development'. The guidance states, 'It is about understanding the importance of marriage for family life, stable & loving relationships, respect, love & care. It is also about the teaching of sex, sexuality, & sexual health'.

Sex education is part of personal, social & health education (PSHE) in our schools. We teach sex education with an emphasis on the importance of family life, stable & loving relationships, respect, love & care. When we inform our pupils through sex education about sexual issues, we do this with regard to morality & individual responsibility, & in a way that allows children to ask & explore moral questions.

Aims & Objectives

We teach children about:

- the physical development of their bodies as they grow into adults;
- the way humans reproduce;
- respect for their own bodies & the importance of sexual activity as part of a committed, long-term, & loving relationship;
- the importance of family life;
- moral questions;
- relationship issues;
- respect for the views of other people;
- sexual abuse, & what they should do if they are worried about any sexual matters.

Context

We teach about sex & personal education in the context of the school's aims & values. 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, & of the values which underpin all our work. We teach sex education on the understanding that:

- it is taught in the context of relationships & family life;
- it is part of a wider process of social, personal, spiritual & moral education;
- children should be taught to have respect for their own bodies;
- it is important to build positive relationships with others, involving trust & respect;

- we consult with parents on matters of health education policy;
- we listen to the views of the children in our school regarding health education;
- we look positively at any local initiatives that support us in providing the best sex education programme that we can devise.

Organisation

We teach about sex through different aspects of the curriculum. While we carry out the main sex education in our personal, social & health education (PSHE) curriculum, we also do some sex education through other subject areas (e.g. science & PE) which we believe contribute significantly to children's knowledge & understanding of their own bodies, & how they are changing & developing.

In PSHE, we teach children about relationships, & we encourage children to discuss issues. We teach about the parts of the body, & how these work, & we explain to the children what will happen to their bodies during puberty. For example, in Year 6 we teach the children that boys' voices will change during puberty, & we explain menstruation to both boys & girls. We encourage the children to ask for help if they need it.

In science lessons, in Key Stage 2, teachers inform children about puberty & how a baby is born. For this aspect of our 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 & reproduce, & we also teach them about the main parts of the body. Children learn to appreciate the fact that people are not all the same, & that we need to respect each other. In Key Stage 2, we teach about life processes, & 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 & care. By the end of Key Stage 2, we ensure that both boys & girls know how babies are born, how children's bodies change during puberty, what menstruation is, & how it affects women. We always teach this with due regard for the emotional development of the children.

The Role Of Parents

The school is well aware that the primary role in children's sex education lies with parents & carers. We therefore wish to build a positive & supporting relationship with the parents of children at our schools, through mutual understanding, trust & cooperation. To promote this objective, we:

- inform parents about the schools' sex education policy & practice;
- 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 about the arrangements for sex education in the schools;
- inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents & carers give to children at home.

We believe that through this mutual exchange of knowledge & information, children will benefit from being given consistent messages about their changing bodies & 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 schools. If a parent wishes their child to be withdrawn from sex education

lessons, they should discuss this with the headteacher, & 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.

The Role Of Other Members Of The Community

We encourage other valued members of the community to work with us to provide advice & support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse & other health professionals, give us valuable support with our sex education programme.

Confidentiality

Teachers conduct sex education lessons in a sensitive manner, & in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, & 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. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns.

The Role Of The Headteacher

It is the responsibility of the headteacher to ensure that both staff & parents are informed about our sex education policy, & that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach about sex effectively, & handle any difficult issues with sensitivity.

The headteacher liaises with external agencies regarding the school sex education programme, & ensures that all adults who work with our children on these issues are aware of the school policy, & work within its framework.

Monitoring & Review

The Teaching & Learning Committee of the governing body monitors & reviews the sex education policy on an annual basis. This committee reports its recommendations to the full governing body, as necessary, if the policy needs modification.

February 2016