

Sex & Relationship Education Policy

1. Introduction

We have based our school's sex education policy on the DfEE guidance document Sex and Relationship Education Guidance (ref DfEE 0116/2000). In this document, sex education is defined as 'learning about physical, moral and emotional development. It is about understanding the importance of families, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health'. Sex 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. We do not use sex education as a means of promoting any form of sexual orientation.

2. Aims and objectives

We aim:

- To help and support children who may suffer from sexual abuse
- To help children develop self respect and respect for moral and family values
- To create a climate where anxieties and problems can be aired and resolved simply and honestly

We teach children about:

- respect for their own bodies, including providing them with an honest and unambiguous vocabulary for all parts of the body
- the importance of family life
- moral questions
- relationship issues, including making possible an appropriate dialogue between a responsible adult and a child, relative to the stage of development of the child
- respect for the views of other people
- being aware of the dangers of going with "strangers" and develop and practise strategies to avoid this

3. Context

We look at sex education in the context of the school's aims and values framework. We recognise that sex education is only part of a much broader programme of personal and social development. It is not our intention to introduce sex and health education as separate subjects but to integrate these areas in our work and within the wider curriculum. In particular, we teach sex education in the belief that:

- sex education should be taught in the context of family life
- children should be taught to have respect for their own bodies
- children should learn about their responsibilities towards others
- it is important to build positive relationships with others, involving trust and respect
- children need to learn the importance of self-control
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4. Organisation

We look at sex 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 look at 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.

In PSHE we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and how these work. We encourage the children to ask for help if they need it.

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In science lessons 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.

Teachers do their best to answer all questions with sensitivity and care.

Teachers use a range of materials appropriate to the Foundation stage and key stage one. These materials cover the areas following: Birthday Celebrations, Adult and Baby Animals, Children Growing, Being a Friend, Differences in People and Animals, Appropriate Behaviour and Finding out about Me.

Teachers also have regard to Ofsted guidance.

5. The role of parents

The school is well aware that the primary role in children's sex 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. The Governors are aware of the important role parents have to play in this area and our policy is intended to reflect the broad spectrum of parental opinion.

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 the PSHE programme, 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. Other people that we call on include local clergy and social workers.

7. Confidentiality

Teachers impart sex education 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 child protection/safeguarding matter. 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 follow the safeguarding policy.

8. The role of the headteacher

It is the responsibility of the headteacher to ensure that both staff and parents are informed about our sex education policy, and 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 effectively and handle any difficult issues with sensitivity.

The headteacher 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 they work within this framework.

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

9. Monitoring and review

The Curriculum Committee of the governing body monitors our sex education policy on a regular basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the sex education programme.

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Sub Committee Reviewed (date) <i>24th January 2017</i>	Signed (Headteacher) <i>Sarah Dugdale</i>
Full Governing Body Ratified (date) <i>February 8th 2017</i>	Signed (Chair of Governors) <i>Cei Davies Linn</i>
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Key	
PSHE	Personal, Social, Health & Emotional