



## **BARTONS PRIMARY SCHOOL SEX EDUCATION AND RELATIONSHIPS POLICY**

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### **Introduction**

Our school's sex education policy is based on the Sex Education Guidelines drawn up by West Sussex L.E.A; The National Healthy School Standard; and The DfE 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 family life, 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.

### **1. Aims and 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 and the importance of sexual activity as part of a committed, long term, and loving relationship
- The importance of family life
- Moral questions
- Relationship issues
- Respect for the views of other people

### **2. Context**

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 and values which underpin all our work in school. In particular, we teach sex education in the belief that:

- Sex education should be taught in the context of a loving relationship
- Sex education is part of a wider social, personal, spiritual and moral education process

- Children should be taught to have respect for their own bodies;
- it is important to build positive relationships with others, involving trust and respect in line with the school values ;
- children need to learn the importance of self-control

### **3. Healthy Lifestyle**

At Bartons, we recognise the need to promote a healthy lifestyle in all aspects of the children's lives. As a result, we aim to:

- consult with parents on all matters of health education policy
- look positively at any local initiatives that support us in providing the best sex education teaching programme we can devise.

### **4. Organisation**

We teach sex education mainly through our PSHE programme, although aspects may arise during science or PE when questions can occur concerning changes in a child's body and how it is developing. See appendix 1 for more detail.

In PSHE we encourage children to discuss issues concerning sex education. We teach them about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty. For example, we tell the boys that their voices will change during puberty and we explain about menstruation. We encourage the children to ask for help when they need it. Most of this teaching happens in Year 6 although aspects of bodily changes and hygiene are discussed in Year 5.

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 and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects girls and women. We always teach this with due regard for the emotional development of the children.

Parents will be offered support in talking to their children about sex and relationships, and how to link this with what is being taught in school. They will be offered the opportunity of viewing videos which are used as teaching aids.

In science lessons in both Key Stages, teachers inform children about aspects of reproduction appropriate to age. For this aspect of the school's teaching, we follow the guidance in the national scheme of work for science.

### **5. The Role of Parents/Carers**

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. In promoting this objective we;

- inform parents about the school's sex education policy and 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 the arrangements for sex education within the school
- 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.

The parents of a pupil may withdraw that child from all or part of the sex education programme, unless it forms part of the National Curriculum. It should be recognized that different strands of teaching do overlap into other areas. It is recommended that parents discuss their concerns with the Headteacher.

## **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, give us valuable support and advice with our sex education programme.

## **7. Confidentiality**

Teachers conduct sex education lessons 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 matter of child protection. Teachers will respond in a similar way if a child indicates that he/she has been the 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 headteacher. The Headteacher will then deal with the matter in consultation with the health care professionals. (See also Child Protection 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 at least once every two years or more frequently when there is a specific need. 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, and makes a record of all such comments. Governors require the headteacher to keep a written record, giving details of the content and delivery of the sex education programme that we teach in our school.

## Appendix 1

### Early Years

Knowledge and Understanding	Skills	Attitudes and Values
<b>Pupils should:</b> <ul style="list-style-type: none"><li>• know the names of different parts of the body</li><li>• understand that human beings have physical characteristics in common although individuals may differ in appearance</li><li>• understand that there are limits to what all people can do eg most humans can walk, jump and sit but none can fly!</li><li>• Understand that the body is constantly changing and that birth is the beginning of the life cycle and death is the end</li><li>• Understand the importance of sleep and physical activities</li><li>• Develop vocabulary to enable them to discuss experiences of touch, sound, smell, vision and taste; and express feelings about themselves and others</li></ul>	<b>Pupils should:</b> <ul style="list-style-type: none"><li>• Consider personal safety</li><li>• Discuss feelings and emotions</li><li>• Make decisions within the learning and home environment</li><li>• Observe, associate, collaborate and interact with others according to their stage of development</li><li>• Develop dressing, toileting, feeding and other self-help skills</li><li>• Develop gross motor, fine motor, psycho motor control according to stage of development</li></ul>	<b>Pupils should:</b> <ul style="list-style-type: none"><li>• Develop their awareness of roles and relationships</li><li>• Be thoughtful towards others and their surroundings</li><li>• Value themselves and others</li><li>• Develop empathy</li></ul>

### Key Stage 1

Knowledge and Understanding	Skills	Attitudes and Values
<b>Pupils should:</b> <ul style="list-style-type: none"><li>• Understand the difference between men and women and name the parts of the body</li><li>• Know that people grow from babies to children to adults and develop at different rates and that adults can produce babies</li></ul>	<b>Pupils should:</b> <ul style="list-style-type: none"><li>• Decide what to do when things go wrong and when to seek help</li><li>• Participate in decision making in the classroom</li><li>• Co-operate with others in work and play</li><li>• Consider personal safety, recognise</li></ul>	<b>Pupils should:</b> <ul style="list-style-type: none"><li>• Value their own contribution and that of others</li><li>• Demonstrate an awareness of roles and relationships through structured play, including those which challenge stereotypes</li></ul>

<ul style="list-style-type: none"> <li>• Be able to describe roles within the family</li> </ul>	<p>potential dangers and practise ways of keeping safe</p> <ul style="list-style-type: none"> <li>• Discuss feelings and emotions</li> </ul>	<ul style="list-style-type: none"> <li>• Understand simple differences between their own feelings and behaviour and those of others, and recognise that their behaviour affects others</li> <li>• Show an awareness of human emotions, a sympathetic attitude towards others and discuss how best to deal with emotional responses</li> <li>• Take responsibility for their own safety</li> </ul>
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## Key Stage 2

Knowledge and Understanding	Skills	Attitudes and Values
<p>Pupils should:</p> <ul style="list-style-type: none"> <li>• Know about the main stages of the human life cycle, reproduction and child development and recognise different parenting roles within a range of cultures</li> <li>• Know about the process of growth and reproduction</li> <li>• Know about and begin to understand the changes which take place in puberty</li> <li>• Understand the relationship between exercise, food, safety and growth and development</li> <li>• Know that bacteria and viruses can affect health</li> <li>• Understand the meaning of friendship and loyalty in order to develop the skills needed to form relationships</li> <li>• Explore roles and relationships in different</li> </ul>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>• Make decisions about their own work and behaviour</li> <li>• Take responsibility for others in the class or elsewhere in the school</li> <li>• Talk confidently to adults about their thoughts and feelings</li> <li>• Develop strategies to resist adverse peer pressure</li> <li>• Relate the health information they are receiving to life beyond the classroom</li> <li>• Use basic safety procedures</li> </ul>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>• Value their own contribution and that of others</li> <li>• Demonstrate self awareness and responsibility for their own learning and behaviour</li> <li>• Show empathy and sympathy for other people's points of view, emotions and feelings</li> <li>• Take responsibility for the safety of themselves and others</li> <li>• Respect individual differences in</li> <li>• responding to peers</li> </ul>

groups and cultures, and question stereotypes		
<ul style="list-style-type: none"><li>• Understand that actions have consequences for oneself and others</li></ul>		