

William Gilpin C.E.V.A. Primary School

Sex Education Policy

1 Introduction

- 1.1** Our school's sex education policy is based on the DfEE guidance document 'Sex and Relationship Education Guidance' (ref DfEE 0116/2000) and reflects the Christian principles and values that we uphold as a school. 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 education, in terms of reproduction, forms part of the science education curriculum in our school. Sex education within our school gives due regard to matters of morality and individual responsibility and allows children to ask and explore moral questions.

2 Aims and objectives

- 2.1** We teach children about:
- the physical development of their bodies as they grow into adults;
 - the way humans reproduce;
 - the importance of family life;
 - moral questions;
 - relationship issues.

3 Context

- 3.1** We teach sex education in the context of the school's Christian aims and 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 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 marriage and family life;
 - sex education is part of a wider social, personal, spiritual and moral education process;
 - children should learn about their responsibilities to others in the context of sex education.

4 Organisation

- 4.1** We teach some sex education through other subject areas (for example, PSHE and PE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, how it is changing and developing and the effect of these changes on their thoughts and feelings.

- 4.2** We teach 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 children that boy's voices will change during puberty and we explain about menstruation for girls. We teach the children about relationships and encourage them to discuss issues that may occur as their hormones change during puberty. We ensure the children are aware of the adults available for them to talk to and encourage them to ask for help if they need it.
- 4.3** In Key Stage 1, we teach children that 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. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.
- 4.4** In Years 5 and 6 we place a particular emphasis on sex education, as many children experience puberty at this age. We use the external support of the school nursing team and the BBC "Growing Up" DVD annually as the basis for our sex education. Teachers do their best to answer all questions with sensitivity and care. By the end of Year 5, we strive to ensure that both boys and girls know how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children. By the end of Year 6 children will know how babies are conceived and born.
- 4.5** Children are taught about puberty in same sex groups to allow greater freedom of discussion. Children will experience this aspect of the SRE curriculum in Year 5 and again in Year 6.
- 4.6** We offer a meeting for all parents and carers of children in Years 5 and 6 to discuss this particular programme of lessons, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching. All parents of children in KS2 are periodically invited to discuss the teaching and learning of SRE. This policy is updated as necessary in the light of these meetings.

5 The role of parents

- 5.1** 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 in the school;

- make school resources available to parents to support their discussions at home should they feel the need to address issues sooner or later than in school.

5.2 Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school. The school always complies with the wishes of parents in this regard.

6 Confidentiality

6.1 Teachers conduct sex education lessons in a sensitive manner. 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 they may have been a victim of abuse. All disclosures will be brought to the attention of one of the Child Protection Liaison Officers within school and the matter will be dealt with in line with the school's Child Protection procedures. (See Child Protection Policy.)

7 The role of the headteacher

7.1 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.

7.2 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.

8 Monitoring and review

This policy has been reviewed and amended in June 2010 after consultation with parents, and will be renewed in 2015 or earlier if necessary in the light of new legislation or to reflect changing parental views.

Signed:

Date: June 2010