

# West Haddon Endowed School

## SEX EDUCATION POLICY

### 1 Introduction

1.1 We have based our school's sex education policy on the DfE [guidance document Sex and Relationship Education Guidance](#) (ref DfE 0116/2000). 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 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.

### 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;
- 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;
- sex abuse and what they should do if they are worried about any sexual matters.

### 3 Context

3.1 We teach sex education in the context of the school's aims and values framework. 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 be taught to have respect for their own bodies;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;

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<b>Approved by:</b>	FGB	<b>Last reviewed:</b>	19/01/2017
<b>Page 1 of 4</b>		<b>Next review due:</b>	19/01/2018

- it is important to build positive relationships with others, involving trust and respect;
- Children need to learn the importance of self-control.

#### **4 Organisation**

- 4.1** We teach 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 teach 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.
- 4.2** 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, 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 to the girls about menstruation. We encourage the children to ask for help if they need it.
- 4.3** In science lessons in both key stages, teachers inform children about puberty and how a baby is born. For this aspect of the school's teaching, we follow the guidance material in the national scheme of work for science. 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** Teachers do their best to answer all questions with sensitivity and care.
- 4.5** In Year 5 and 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 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 women. We always teach this with due regard for the emotional development of the children (as stated earlier in this policy).
- 4.6** We send a letter to parents and carers of children in Year 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.
- 4.7** Teachers use the materials provided in the 'All About Us/Living and Growing' pack and also have regard to Ofsted guidance.

#### **6 The Role of Parents**

- 6.1** 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:
- 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.

**6.2** 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 sex education lessons, 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 will comply with the wishes of parents in this regard.

## **7 The Role of Other Members of the Community**

**7.1** 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.

## **8 Confidentiality**

**8.1** 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 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 Headteacher. The Headteacher will then deal with the matter in consultation with health care professionals. (See also [Child Protection Policy](#).)

## **9 The Role of the Headteacher**

**9.1** 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. 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.

**9.2** 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.

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

**9.4** The policy will be reviewed by the Governing body every 3 years.

## **SEX EDUCATION**

#### Year 4

- To introduce children to life cycles.
- To explore differences between male and female.
- To enable children to reflect on differences between male and female other than physical differences.
- To explain that a baby develops inside its mother's womb and that both the male and female sex parts are needed to make a baby.
- To enable children to reflect on their development from babies.
- To inform children about conception and the growth of a baby in the womb
- To show that we grow and change, as do all living things.
- To show that some changes are social, that we become more independent and able to think about others as well as ourselves.
- To look at identity and self-esteem, and reinforce the belief that we are all special.

#### Year 5 and 6

- To introduce children to the physical and emotional changes that occur during puberty.
- To consider some of the changes over which we have no control and the choices we make concerning those over which we do have control.
- To explain how babies are made.
- To explore the idea of relationships, including friendships, parent-child and family relationships and adult sexual relationships.
- To explain how a baby develops in the womb during pregnancy and how babies are born.
- To consider the needs of babies before and after birth.
- To enable children to reflect on roles and relationships in the family.
- To consider the physical and emotional changes that take place as girls go through puberty.
- To address the concerns and worries of young women.
- To make boys more aware of the changes that occur as girls become young women.
- To consider the physical and emotional changes that take place as boys go through puberty.
- To address the concerns and worries of young men.
- To make girls more aware of the changes that occur as boys become young men.