

Millbrook Primary School



Sex Education and Relationships Policy

Date policy reviewed: November 2017

Policy review period: 3 Years

Date of next review: November 2020

Millbrook Primary School Sex Education Policy

1 Introduction

1.1 We have based our school's sex education policy on the DCSF 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 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. We do not use sex education as a means of promoting any form of sexual orientation.

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

4 The National Healthy School Standard

- 4.1 We participate in the National Healthy School Standard scheme, which promotes health education. As participants in this scheme we:
- liaise with parents on all matters of health education policy as appropriate
 - listen to the views of the children in our school regarding sex education;
 - look positively at any local initiatives that support us in providing the best sex education teaching programme that we can devise.

5 Organisation

- 5.1 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.
- 5.2 In PSHE/SEAL (Social and Emotional Aspects of Learning) we teach children about relationships, and we encourage children to discuss issues. We encourage the children to ask for help if they need it.
- 5.3 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. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.
- 5.4 In Year 5 we place a particular emphasis on sex education, as many children experience puberty at this age. We liaise with the Local Health Authority through the school's community nurse 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 and how their bodies change during puberty. We always teach this with due regard for the emotional development of the children.

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:
- 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;
- 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.

6.2 Parents have the right to withdraw their child from all or part of the Year 5 sex education programme that we teach in our school. The school informs parents about the content of each session. If parents wishes his/her child to be withdrawn from sex education lessons, they should write to the school, making 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.

7 Confidentiality

7.1 If a child makes a reference to being involved, or likely to be involved in sexual activity, staff members will take the matter seriously and deal with it as a matter of child protection. They will respond in a similar way if a child indicates that they may have been a victim of abuse. If the staff member has concerns, he/she will record them on a concerns form or verbally inform one of the three designated safeguarding persons in the school. The head teacher or other designated safeguarding persons will then deal with the matter in consultation with health care professionals.(See also Child Protection and Safeguarding Policy.)

7.2 Every three years staff members receive safeguarding education which includes training about identification of signs of possible sexual activity.

8 The role of the head teacher

8.1 It is the responsibility of the head teacher to ensure that both staff and parents are informed about our sex education policy, and that the policy is implemented effectively.

8.2 The school 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.

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

9 Monitoring and review

- 9.1 The SLT monitors our sex education policy on an annual basis. Findings are reported 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.