



Layfield Primary School

Sex and Relationships Education Policy

March, 2018

Review date: March, 2019

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 at an age appropriate level.

2. Aims and objectives

2.1 We teach children about:

- the physical development of their bodies as they grow into adults;
- respect for their own bodies.
- the importance of family life;
- moral questions;
- relationship issues;
- respect for the views of other people;
- other people having respect for our bodies

We aim to be an inclusive school and offer equality of opportunity and diversity when needed to all groups of pupils within school.

We recognise that all children have rights. The following Articles from the United Nations Convention on the Rights of the Child are particularly relevant to this policy:

Article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 14 (freedom of thought, belief and religion) Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights.

Article 17 (access to information from the media) Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

3. Context

3.1 We teach sex education in the context of the school's aims and values, expressed through our other policies and guidelines. 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;
- it is important to build positive relationships with others, involving trust and respect.

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 PSHCE curriculum through the use of Lucinda and Godfrey, we also teach some

sex education through other subject areas, for example, science. 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 PSHCE we teach children about relationships. We encourage children to discuss and debate issues, to become more aware of similarities and differences, and to develop tolerance, self-confidence and self-awareness.

4.3 In the Early Years Foundation Stage and Key Stage 1 children are taught about how animals, including humans, move, feed, grow and reproduce (some animals have babies and others lay eggs), and we also teach them about the main parts of the body using the correct terminology. 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. In years 5 and 6 we teach the children about how bodies change in adolescence and we explain to them what will happen to their bodies during puberty.

4.4 In Years 5 & 6 we place a particular emphasis on health education, as many children begin to experience puberty at this age. Through using Lucinda and Godfrey based sessions teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that children know how babies are born, how their bodies change during puberty, and what menstruation is. We always teach this with due regard for the emotional development of the children.

Parents and carers are informed prior to these lessons so that they are prepared for any questions their children may ask at home.

5. The role of parents

5.1 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;
- 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.

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. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the head teacher, and make it clear which aspects of the programme they do not wish their child to participate in.

6. The role of other members of the community

6.1 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 give us valuable support with our sex education programme.

7. Confidentiality

7.1 Teachers conduct sex education lessons in a sensitive and professional manner. This includes confidentiality at an appropriate level. From time to time a child may wish to discuss an issue in confidence with the teacher. 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 designated person (Helen Owen - Head Teacher) who will deal with the matter according to safeguarding and child protection policy and procedures.

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. It is also the head teacher'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.

8.2 The head teacher 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 head teacher and the member of the governing body with this responsibility monitor our sex education policy on two yearly basis. They report any 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.