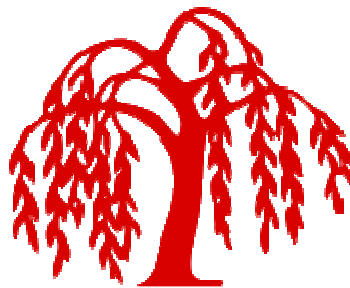


Lawford Mead Primary & Nursery School



Sex & Relationship Education Policy

'Proud of our school, proud of our achievements'

*Certified as reviewed and approved by the Local Governing Committee: 7th
November 2018*

Next review date: Autumn 2019

*The HERA Primary Academy Trust is a company registered in England and Wales.
Company Number: 10571943*

Sex and Relationship Education Policy

Relationship to other policies

- Child Protection & Safeguarding
- Science
- Personal, Social, Health Education (PSHE)
- Spiritual, Moral, Social and Cultural (SMSC)
- Equality Scheme
- Physical Education

1 Introduction

1.1 We have based our school's policy on the DfE guidance document Sex and Relationship Education Guidance (ref DfES 0116/2000)*. In this document, sex education is defined as 'learning about physical, moral and emotional development. It is about understanding the importance of 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 & 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.

** Currently under review, updated guidance for Relationship Education (Primary schools due 2019)*

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
- Moral questions
- Relationship issues
- Respect for the views of other people
- An understanding of consent
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- 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 partnership 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 should be empowered to say 'No' to unwanted sexual activity
- Children will be taught that 'No' always means 'No' and that EVERYONE has the right to refuse or withdraw consent and that right must always be respected
- Children need to learn the importance of self-control and what is appropriate behaviour and appropriate language.

4 The National Healthy School Standard

4.1 We now participate in the National Healthy School Standard scheme, which promotes health education. As participants in this scheme we:

- Consult with parents on all matters of health education policy;
- Train teachers who are required to teach health education;
- 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 Personal, Social Health & Citizenship (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 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.

5.3 In science lessons, 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. Children learn to appreciate the differences between people and how to show respect for each other. We teach about life processes and the main stages of the human life cycle in greater depth.

5.4 In Year 5/6 we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Care Professionals 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).

5.5 Parents and carers of children in Year 5 are informed of the intended resources to be used by the school in the teaching of Sex Education and are invited to discuss this particular programme of lessons.

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/carers of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents/carers about the school's sex education policy and practice;
- Answer any questions that parents/carers may have about the sex education of their child;
- Take seriously any issue that parents/carers raise with teachers or governors about this policy or the arrangements for sex education in the school;
- Encourage parents/carers to be involved in reviewing the school policy and making modifications to it as necessary;
- Inform parents/carers 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.

6.2 Parents/carers 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/carer 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 always complies with the wishes of parents/carers 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 Care team, such as the school nurse and other health professionals, give us valuable support with our sex education programme. Other people that we call on include local clergy, social workers and youth workers.

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 bring these to the attention of the Headteacher. The Headteacher will then deal with the matter in consultation with health care professionals. (See also Child Protection & Safeguarding Policy.)

9 The role of the Headteacher

9.1 It is the responsibility of the Headteacher to ensure that both staff and parents/carers 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.

10 Monitoring and review

Designated Member(s) of Staff:

- Mrs. D. Baker
- Mr. M. Poyton
- Miss. H. Chittick

This policy will be formally reviewed by the governing body on an annual basis or earlier if new guidance becomes available.