

Sex Education Policy

What is sex and relationships education?

It is lifelong learning about physical, moral and emotional development. It is about the understanding of 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. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching. It has three main elements:

- Attitudes and values
- Personal and social skills
- Knowledge and understanding

Objectives of sex and relationships education.

At primary school level, sex and relationship education should contribute to the foundation of Personal, Social, Health and Citizenship education by ensuring that all children:

- Develop confidence in talking, listening and thinking about feelings and relationships;
- Are able to name parts of the body and describe how their bodies work.
- Can protect themselves and ask for help and support.
- Are prepared for puberty.

Providing Sex and Relationships Education in The Richmond School.

At The Richmond School, sex and relationships education is seen as a part of the Personal, Social, Health and Citizenship education programme. This ensures that sex education is received in the wider context of relationships, and that children are preparing for the next step of their education and for the experiences of adult life. The four themes of the PSHE and citizenship programme are:

- Developing confidence and responsibility and making the most of pupils' abilities.
- Preparing to play an active role as citizens.
- Developing a healthier, safer life style.
- Developing good relationships and respecting differences between people.

Teachers take responsibility for the part of the programme relating to their pupils age group.

Content of Sex and Relationships Curriculum

In years 1-6 the children watch a series of videos, covering living and growing. Any areas not included in the videos will be covered during discussions and follow up activities.

Discussion and support materials, including games and activity sheets, follow each programme. Children will be provided with the opportunity to ask questions in class and to do so anonymously, by a written query, in upper KS2.

National Curriculum Science

The programmes of study for key stages 1 and 2 science provide for much of the factual background knowledge for sex education as follows:

Key Stage 1

1b. that animals, including humans, move, feed, grow, use their senses and reproduce

2a. to recognise and compare the main external parts of the bodies of humans

4a. to recognise similarities and differences between themselves and others and treat others with sensitivity

Key Stage 2

1a. that the processes common to humans and other animals include nutrition, growth and reproduction

2f. about the main stages of the human life cycle

Specific Issues

- **Confidentiality**

Pupils should be reassured that their best interests will be maintained. They should be encouraged to talk to parents / carers. Pupils should know that staff cannot give unconditional confidentiality. If there is any possibility of abuse, the school's child protection procedures must be followed.

- **Child Protection**

All members of staff should ensure that they are familiar with the school's child protection policy, which includes the requirements of Child Protection circular 10/95.

- **Puberty**

Sex and relationship education is established at primary level so that children can understand the changes that are or will take place in their growth and development. Pupils will have the confidence to manage these physical and emotional changes.

- **Pupil comments and questions**

While staff are encouraged to respond to pupil questions honestly and with the correct vocabulary, staff must also be aware of what may be followed up on an individual basis, or referred to parents.

- **Menstruation**

Programmes dealing with menstruation are delivered to Y5 and Y6 children by a senior, female member of staff. It is essential that girls are prepared. The school makes adequate and sensitive arrangements to help girls cope, and there is provision for sanitary protection and disposal if required. A female member of staff is always available to answer questions.

Parental Involvement

Parents play a significant role in the education of their children, and it is therefore wise to work in partnership with school.

Research shows that children want their initial sex and relationship education from their parents.

However, many parents find this difficult; in particular fathers with their sons.

Parents should be able to:

- Help their children learn the correct names for body parts
- Talk about feelings and relationships
- Answer questions about growing up, having babies, and relationships

The school will make every effort to inform and prepare parents to play their part. Publications and videos used in the programme in school will be available for parents for viewing in school prior to being shown to the children.

Parents can be assured that the personal beliefs and attitudes of staff will not influence the teaching of sex and relationships education.

Right to Withdraw

Parents have the right to withdraw their child from all or part of the sex and relationship education provided at the school (but not national curriculum). The DfES offers a standard pack for such parents. Parents should discuss this with the Headteacher and then, if they still wish to withdraw their child, must put such a request in writing to the Headteacher.

Monitoring and Evaluation

The Governors will consider this policy carefully, and suggest updates when necessary. The PSHCE coordinator monitors the teaching of sex and relationships education. The coordinator will make an effort to include the views of parents. The senior management team evaluates the programme. This policy will be periodically reviewed, and updated as necessary.

Working with Others

The school values the contributions made by Governors, Parents, and Health Professionals. In writing this policy, the coordinator has been pleased to draw on the guidance provided in 'Sex and Relationship Guidance' publication DfES 0116/2000, and 'Sex and Relationships' report no. 433 from HMCI.