

St Lawrence CE Primary School



Sex Education Policy

Ref : STLAW.023
Version 6.0

Revised: April 2018

Consultation with staff and Governors

and adoption of policy: Spring Term 2019

Review date: Autumn Term 2019

1. Introduction

We have based our school's sex education policy on the DfEE 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 and social 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

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;
- Abuse and what they should do if they are worried about sexual matters.

3. Context

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 the 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;

- 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 Schools Standard

We now participate in the National Healthy School Scheme, which promotes Health Education. As participants in this scheme we;

- Consult with parents on matters of health education policy;
- 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 we can devise.

5. Organisation

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 curriculum, we also teach sex education through other subject areas (for example, science and PE), where we feel that they can contribute significantly to a child's knowledge and understanding of his/ her body, and how it is changing and developing.

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 what will happen to their bodies during puberty.

In Science lessons in both key stages we follow the guidance materials in the QCA Schemes of Work. In key stage 1 we teach about how animals, including humans, move, feed, grow and reproduce, and we also teach pupils 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.

In year 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 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

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 and governors about this policy or the arrangement for sex education in the school;

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 executive head teacher/head of school, 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 the parents in this regard.

7. The Role of Other Members of the Community

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.

8. Confidentiality

Teachers will deal with the issue of sex education 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 follow the guidelines as set out in the schools Child Protection Policy. If the teacher has concerns, they will draw their concerns to the attention of the head of school. The head of school will then deal with the matter in consultation with health care professionals (see Child protection Policy).

9. The Role of the Executive Head of school

It is the responsibility of the executive head of school is 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 executive 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.

The executive head of 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.

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

10. Monitoring and Review

The governing body monitors our sex education policy on an annual basis and modifies as necessary. The governors give serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments.

Approval Information - Governors

	Chair of Governors/Parent
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Sex Education Policy

Position	Governor
Name	Mr Paul Evans
Signature	
Date	

Position	LA Governor
Name	Mrs Helen Ashby
Signature	
Date	

Position	Foundation Governor
Name	Rev H Morby
Signature	
Date	

Position	Foundation Governor
Name	Mrs P Jones
Signature	
Date	

Position	Co-opted Governor
Name	Mrs Alison Moore
Signature	
Date	

Position	Co-opted Governor
Name	Mrs Rachel Voiculescu
Signature	

Position	Staff Governor
Name	Mr Laith Al-Asmar
Signature	

Approval Information - School

Position	Executive Head Teacher
Name	Miss Helen Osterfield
Signature	
Date	

Position	Head of School / Class 1 Teacher
Name	Mrs Alison Moore
Signature	
Date	

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Position	Class 2 Teacher
Name	Mr Laith Al-Asmar
Signature	
Date	

Position	Class 3 Teacher
Name	Mrs Claire Standish
Signature	
Date	

Position	Class 1 & 3 Teacher
Name	Mrs Emily Barker
Signature	
Date	

Position	HLTA
Name	Mrs Kerry Tudor
Signature	
Date	

Position	Cover Supervisor/Lunchtime Supervisor
Name	Mrs Tracey Jenkins
Signature	
Date	

Position	Cover Supervisor/Lunchtime Supervisor
Name	Mrs Caroline Sankey
Signature	

Position	Cover Supervisor/Lunchtime Supervisor
Name	Mrs Heather Kynaston
Signature	
Date	

Position	Teaching Assistant
Name	Mrs Anita Pollard
Signature	
Date	

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Position	Apprentice
Name	Miss Olivia Meakin
Signature	
Date	