



RIVINGTON FOUNDATION PRIMARY SCHOOL SEX AND RELATIONSHIPS POLICY

Sex & Relationships Education is only statutory for KS3 under the National Curriculum 2014 Framework.

In choosing to have a Sex & Relationships curriculum, 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, 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. At all times we promote sex education within the Christian framework advocating loving relationships and marriage.

Aims and Objectives

- To prepare children for life away from the security of primary school by giving them the knowledge to feel comfortable with their own bodies.
- To enable children to make informed choices and responsible decisions whilst maintaining a Christian perspective.
- To promote a positive attitude towards love and marriage as an integral part of family life.
- To encourage children to have respect for their own bodies and the importance of sexual activity as part of a committed, long-term and loving relationship.
- To provide children with the knowledge to understand the processes of growth, sexual development and human reproduction.
- To inform children in matters of personal hygiene and health related issues.
- To promote a partnership between parents and teachers which will allow understanding and sensitive treatment of sex and relationships education.
- To nurture a respect for the views of other people.
- To raise the subject of sexual abuse and teach children what they should do if they are worried about any sexual matters.
- To initiate discussion on moral issues and relationships.

Curriculum

Sex and relationships education is an integral part of the PHSE program. 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.

However we also teach sex education through different aspects of the curriculum. Whilst 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). Sex and relationships education is included when we feel that the lessons contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

In science lessons in both key stages, 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. 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.

In both Key Stages the correct names for body parts should be used, although it is important that family or slang names for body parts are also referred to. 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 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. After much consideration we have decided to include both years 5 and 6 in the more detailed sex education lessons. The materials used are rotated on a biennial cycle, although some parts of lessons are repeated in both year 5 and 6. Lessons are led by the class teacher as we feel that this is the most appropriate person to deal with sensitive issues. The class teacher will do her best to answer all questions with sensitivity, honesty and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born and conceived, how their bodies change during puberty, what menstruation is, and how it affects women. The topic of birth control and sexually transmitted diseases is also mentioned but not in great detail. We always teach this with due regard for the emotional development of the children.

We arrange a meeting for all parents and carers of children in Years 5 and 6 to discuss this particular programme of lessons, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching. We also hold information sessions for parents of all pupils to explain the key vocabulary and ideas that will be used during PSHE lessons.

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The role of parents

The school believes that the primary role in children's sex education lies with parents and carers. However 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;
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- 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.

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 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 in this regard but will always point out the negative aspects of withdrawing a child from sex education lessons. The primary disadvantage is that the child will inevitably learn of the lesson content via the playground grapevine and could be given misinformation or not have the opportunity to question any information.

Foundation Stage

In the Foundation Stage sex education is primarily concerned with children becoming aware of their own bodies and the correct names for their body parts. Children also learn how to behave with other children within the school environment. These issues are covered during the Personal, Emotional and Social Development, Knowledge of the World and Communication, Language and Literacy section of the Foundation Stage and through Circle Time.

The areas are:

People in my life. My moods. Friendships. Keeping Safe. Saying No.

My Body –similarities and differences with others.

Beginnings of life- animal & human babies, seeds. Growth in people, animals and plants. Ageing-alive, dead, young, old.

KS1

In the Infant class sex and relationships is taught mainly through Science and PHSE. The main areas that will be covered are:

Correct names for body parts. Keeping safe ; good and bad touching

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People we can trust . Feelings in families eg: Love & jealousy.

New life in animals. Looking after Myself

Keeping safe- hygiene, sleep, exercise. Inside my body- different parts.

Getting on with others-listening & sharing. What makes me happy.

Y3 & Y4

In the Lower Juniors sex and relationships education is again centred round the PHSE and Science programmes of work. To include:

Feelings. Friendship. Difficult situations. Making decisions- influences on me.

Changes in my body and others.

Keeping Healthy- exercise, diet, the immune system.

Body parts – correct names

How babies begin, are born and grow.

Family Trees

Different lifestyles & families.

Y5 & Y6

Sex and relationships education plays an important in the PHSE curriculum for the Upper Juniors. It is important that the year 6 children are fully prepared for Secondary school and that they feel comfortable with the changes that will be happening to their bodies. Throughout the year in PHSE the children are encouraged to speak and listen in an atmosphere of safety and discretion so that when the more sensitive issues surrounding sex education crop up they feel comfortable to listen and ask questions if necessary.

The sex education lessons take place in the Summer Term after a meeting to which parents have been invited, taken place. The parents are invited into school to view materials, watch excerpts from videos and voice any concerns that they may have. It is made clear that we are anxious to forge a partnership with parents and that participation from home is an important part of the programme.

The materials used in the lessons are:

BBC “Sex Education” video

ITV Living and Growing Units 2 & 3 Video and accompanying work sheets.

The lessons cover:

Feelings. Changes. Hygiene. Puberty. Childbirth. Sexual intercourse in loving relationships, masturbation, wet dreams. Contraception. STI.

The Role 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 and other health professionals, give us valuable support with our sex education programme. However it is the direct responsibility of the teacher to liaise with the professional to ensure that the subject matter covered is relevant and age-appropriate. It is also vital that the teacher remains in the classroom during the

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visitor's talk so that they can be certain of the lesson content. It is also the responsibility of the teacher to inform the visitor of any sensitive situations that may be an issue in the class e.g. physical disability or unusual family situations.

The Role of the Headteacher

It is the responsibility of the headteacher 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 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.

Monitoring and Review

The Curriculum Committee of the governing body monitors our sex education policy on an annual basis. This committee reports its 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. Governors require the headteacher to keep a written record, giving details of the content and delivery of the sex education programme that we teach in our school.

Confidentiality

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 draw their concerns to the attention of the headteacher. The headteacher will then deal with the matter in consultation with the school's DSL_Child Protection named person; Mrs L.J.Carter-Clavell or Mrs Annette, and health care professionals. (See also Child Protection Policy.)

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