



POLICY FOR SEX AND RELATIONSHIPS EDUCATION

(statutory)

Reviewed	November 2014
Policy approved:	by Governors Improvements Committee at their meeting on 24 th March 2015
Ratified by FGB:	at their meeting on
Next review	November 2017

UN Convention on the Rights of the Child: Articles 19, 33, 34, 35, 36, 37

You have the right to be protected from harm in any way.

You have the right to be protected from being taken advantage of or exploited in any way.

Sex education is best taught as part of a planned programme of personal and social development which “promotes the spiritual, moral, cultural, mental and physical development of pupils at the school..... and prepares such pupils for the opportunities, responsibilities and experiences of adult life”. (1998 Education Reform Act).

The ethos of Newlands School encourages a positive, caring environment where self-knowledge and self-esteem are developed. Sex and Relationships Education should be seen in the context of the whole curriculum, which enables pupils to develop good attitudes and values. It is an integral part of the learning process. Children should understand that positive, caring environments are essential for the development of a good self image and that individuals are in charge of and responsible for their own bodies. The school will always seek to work in partnership with parents in the delivery of and support of sex and relationships education.

Sex and Relationship Education is lifelong learning about physical, moral and emotional development.

It has three main elements:

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

We believe that Sex and Relationship Education is an essential and integral part of a balanced and broadly based curriculum, with emphasis being placed on developing health related skills, such as informed decision making and communication.

We believe that Sex and Relationship Education should be part of the Personal, Social and Health Education of all pupils as recommended by Hampshire Education Committee. Good Sex and Relationships Education helps to equip children with the information, skills and confidence to manage and move through their lives. We aim to give children the opportunity to understand the range of beliefs and values that exist about Sex and Relationships Education.

We believe that the topic of Personal, Social and Health Education (including sex education) is the shared responsibility of both parents and teachers.

Sex Education will

- Meet the needs of all pupils
- Recognise pupils’ differing backgrounds and varying levels of physical and emotional maturity
- Enable children to make responsible and well informed decisions about their life

- Take place within a moral context
- Respect the values and beliefs of the groups within the community
- Be provided by staff who know the children and are sensitive to the concerns and needs of the pupils and their families
- Be taught in a way which does not involve pupils answering personal questions or revealing private situations
- Ensure that pupils understand they are being trusted to use information gained in lessons in a responsible way
- Take account of gender and ethnicity
- Develop in the children a respect for their own and other people's emotions and feelings;
- To appreciate that their actions have consequences for themselves and others;
- Nurture confidence in order to be able to communicate personal feelings;
- Help to develop positive values that will guide their decisions, judgements and behaviour;
- Help children to have an awareness of the physical and emotional challenges of growing up, both in themselves and others.

The Sex Education programme will

- Be firmly rooted in the PSHE planned curriculum
- Take place in a supportive environment
- Use appropriate and quality teaching resources
- Present learning opportunities to allow consideration of attitudes, behaviour and acquisition of skills as well as knowledge
- Help to build children's self-esteem and self-confidence
- Be taught within a whole school approach, through both the formal and informal curriculum
- Take account of the moral, religious, ethical and cultural dimension of the curriculum
- Cover the biological facts in order to inform and help children to develop a mature understanding in sexual matters, to explore feelings and responsibilities and encourage respect towards themselves and others
- Be given in such a manner as to encourage all pupils to have due regard to moral consideration and the values of family life
- Recognise that not all children will choose or wish to be parents
- Prepare boys and girls for puberty
- Provide progression and continuity
- Ensure relevance
- Enable differentiation to take place
- Take account of the needs of the young people – what the pupils already know and understand
- Help and support young children through their physical, emotional and moral development

Staff Development

The training and advice given will enable teachers to

- Establish ground rules
- Build trust and confidence within the classroom
- Use 'distancing' techniques
- Become more confident
- Understand and support the aims and rationale of the policy
- Be aware of the legal implications and their professional responsibilities
- Use a balanced range of teaching methods
- Deal with disclosure and questions
- Encourage reflection
- Deal with and respond to issues raised regarding FGM, HBV, FM and LGBT

Much of the above will be imparted through reading material, attending relevant courses and whole staff training

- New teachers will have an experienced member of staff working alongside them

The organisation and Teaching of Sex Education

- The people responsible for co-ordinating the planning and delivery of sex education are the science and PSHE subject managers
- The non statutory National Curriculum elements will be planned for within the PSHE scheme of work and will be taught throughout the key stage
- National Curriculum science as it relates to sex education will mean that pupils are taught that there are life processes, including nutrition, movement, growth and reproduction common to animals including humans. They will also be taught the main stages of the human life cycle. This is taught in year 5/6 cycle A at present
- All children are entitled to the Sex Education Curriculum in line with our equal opportunities statement. For those children with SEN, differentiation will be used for the materials and a learning support assistant deployed if appropriate
- **The children are taught in their class bases as mixed sex groups. We will sometimes teach the content in single sex groups and may need to deal with issues on an individual basis**

Specific Issues

- In order to take advantage of a range of expertise and resources, Health professionals may be invited to work with the children. The school nurse is invited to work with a small group of children under the guidance of the class teacher
- Children who behave in an inappropriate manner during the lesson will be dealt with in line with the school's behaviour management policy. If it is deemed that a child is preventing other children from receiving their entitlement, they will be removed from the session and their parents informed so that the relevant content may be taught at home

- It is of paramount importance that we work with parents on this sensitive issue and stress the necessity of their close co-operation
- Parents are informed that sex education will be taking place within a certain half term unit of work
- They are invited to an informal evening when the materials can be viewed and the content discussed with the class teachers
- All parents will receive notification of the policy's existence and will be invited to review it in school if they wish. A summary will be presented in the school prospectus
- All staff and governors will receive a copy of the policy
- The Child Protection Procedures will be followed where appropriate (Circular DfES 10/95)

Right of Withdrawal

“Parents are key figures in helping their children to cope with the emotional and physical aspects of growing up... The teaching offered by schools should be complimentary and supportive to the role of parents”...DFE circular 5/94 (Para 7).

We want to reassure parents about our programme for sex education and the Headteacher and teaching staff will be able to allay any expressed anxieties through being open and receptive to parental views. No pressure will be put upon them.

Where parents wish to exert their right to withdrawal they may do so in writing to the Headteacher. This right does not apply to the Statutory National Curriculum elements of the programme.

Parents are not required to give reasons or to make alternative provision. The pupils who are withdrawn remain the responsibility of the school and will be placed in another class for the session involved. The school is aware that withdrawn children need to be treated sensitively so that such withdrawal does not result in inappropriate remarks by other children.

Explicit Issues

Teachers will deal with sensitive issues and questions in a sensitive manner, taking into account the maturity and age of the children concerned. If teachers have a concern with the nature of the questioning, the Headteacher will be notified and the issue will be addressed confidentially. At this stage it is the Headteacher's decision if it is in/appropriate to contact parents on the issue concerned.

Monitoring/Reviewing/Evaluating Sex Education

This policy will be reviewed regularly. It is the PSHE and Citizenship Co-ordinator's responsibility to resource and review materials used within this area. In order to review and maintain the children's learning of sex education the PSHE Co-ordinator will attain feedback from staff and children with regard to sex education.

Sex Education content at KS2

PSHE Programme

The primary sex education programme will include:

- Developing confidence in talking, listening and thinking about feelings and relationships
- Knowing about personal safety including issues related to e-safety
- Developing children's skills to protect themselves and ask for help and support both online and in real-life
- The importance of valuing oneself and others
- Listening and sharing skills
- Progressing to:
 - Preparing for puberty
 - Knowing there are different patterns of friendship
 - Knowing there are different types of family group
 - Exploring attitudes, beliefs and values
 - The opportunity to deal with anxieties and misunderstandings arising from peer group or media comment

National Curriculum Science as it relates to Sex Education

Key Stage 1 (Age 4 – 7)

Pupils should be taught:

- That animals including humans move, feed, grow, use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can produce offspring and these grow into adults
- To recognise similarities and differences between themselves and others and treat others with sensitivity

Key Stage 2 (Age 7 – 11)

Pupils should be taught:

- That there are the processes, including nutrition, movement, growth and reproduction common to animals, including humans
- The main stages of the human life cycle

Materials Used

- Carefully chosen literature to address sensitive issues in a non-threatening manner
- Video tapes/DVDs
- Posters
- Recommended resources packs
- School Nurse

Working with parents

All teachers are available to discuss sensitive issues in a discreet manner.

Arrangements will be made to invite parents to meet staff and governors in order to preview video programmes and resource material to be used with the children.

In accordance with the 1993 Education Act, parents have the right to withdraw their child from any or all of the schools Sex and Relationship Education programme other than those elements which are required by the National Curriculum Science Order. The school reserves the right to involve parents or outside agencies if issues arise which are deemed to put the child at risk, in line with our safeguarding and child protection policies.