

Sex Education Policy



Wistaston Academy
Primary and Nursery School
Together We Learn • Together We Achieve

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Responsible Governor's Committee	Standards
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Website	No

Sex Education Policy

Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health. Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age.

Policy Aims

The aim of this policy is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. This will take place with consideration of the qualities of relationships within families.

The Governing Body and Head Teacher have consulted with parents, staff, pupils and members of the wider community in order to develop this policy which has the following aims:

- To provide the knowledge and information to which all pupils are entitled;
- To raise pupils' self esteem and confidence, especially in their relationships with others;
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities;
- To develop pupils' skills for a healthier safer lifestyle;
- To develop pupils' communication skills and assertiveness skills to cope with the influences of their peers and the media;
- To provide a description of how SRE is delivered, monitored and evaluated in the school;
- To help pupils learn to respect and care for their bodies;
- To prepare pupils for puberty and adulthood;
- To help pupils learn how to gain access to information and support.

Policy development, dissemination and review process

The policy is made available to teaching and non-teaching staff, community partners and visitors via the school office. Parents/carers are invited to view the policy via the school prospectus or website.

The policy will be reviewed every year by the subject co-ordinator in consultation with the above representatives.

Pupil Consultation

The policy should be audited and reviewed regularly to ensure that it meets the needs of the young people it is aimed at. All children and young people are entitled to good quality sex education that meets their needs.

The National Children's Bureau pupil consultation toolkit Are You Getting It Right? provides a selection of activities to help schools involve young people when reviewing and auditing their sex education policy.

http://www.ncb.org.uk/dotpdf/open_access_2/sre_audit_toolkit.pdf.

Values Framework

As part of sex and relationship education, pupils should be taught about the nature and importance of marriage for family life and bringing up children. But the Government recognises – as in the Home Office, Ministerial Group on the Family consultation document *Supporting Families* - that there are strong and mutually supportive relationships outside marriage. Therefore pupils should learn the significance of marriage and stable relationships as key building blocks of community and society. Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances.

All those who teach aspects of SRE within school, including visitors, are expected to be guided by the following values framework which represents the values held in common by the whole school community. The teaching of SRE will encourage students to:

- Value and respect themselves
- Value and respect others for who they are, not for what they have or what they can do
- Value healthy sexual relationships which are based on mutual respect, care and goodwill
- Value and respect difference in people's religion, culture, sexual orientation, physical and mental ability and social background
- Value and respect their own and others' rights to make choices in sexual relationships after having accepted responsibility for considering the consequences of those choices
- Value stable and loving relationships for the nurturing of children and as the basis of a society in which people care for one another

The personal beliefs and attitudes of teachers will not influence the teaching of sex and relationship education in this school.

Learning outcomes for sex education within the school

The Christopher Winter Project (Teaching SRE with Confidence in Primary Schools) will be used throughout the school, from Reception to Year 6.

By the end of Key Stage 1 pupils will have had opportunities to gain knowledge and skills necessary to build and maintain healthy relationships. They will have considered the effect of their behaviour on other people and identify and respect differences between people. They will also have discussed different ways in which family and friends care for one another. They will be able to explain ways of keeping clean and they will be able to name the main parts of the human body. They will also be able to explain that people grow from young to old.

By the end of Key Stage 2 pupils will have had the opportunity to express their views and respect those of others. They will have discussed some of the bodily and emotionally changes that occur at puberty and how to deal with these in a positive way. They will have practiced skills in making judgements and decisions and will be able to list some ways of resisting negative peer pressure around issues affecting their health and well being. In a supported and discursive peer setting, they will have considered the process of conception. They will also have considered different types of relationship (*for example marriage or friendships*), and discussed ways in which people can maintain good relationships (*for example listening, supporting, caring*).

The following learning outcomes guide the teaching of SRE in this school:

- [See learning outcomes in *OFSTED Sex and Relationships*, OfSTED (2000) www.ofsted.gov.uk/publications as a basis for planning the school's SRE]

The organisation of Sex and Relationship Education

SRE is taught within the national curriculum by class teachers and supported by the school nurses as appropriate. Permission is sought from parents/carers before SRE is taught and parents/carers are invited to see all resources before they are used in lessons.

A range of teaching methods which involve children's full participation are used to teach sex and relationship education. These include use of small group work, media, discussion, case studies and drama. Ground rules and distancing techniques are used to establish a safe environment to facilitate discussions and students are encouraged to reflect on their learning. Sex and relationship education is usually delivered in mixed gender groups. However, there may be occasions where single gender groups are more appropriate and relevant. The programme content has been agreed in consultation with governors, parents and teaching staff.

Use of visitors

"Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator's and teacher's responsibility to plan the curriculum and lessons."

Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11

Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs. This may involve referring the child back to their parent/carer, school health advisor/school nurse or young person's health drop-in service for an answer or seeking advice from the PSHE coordinator or senior pastoral lead.

Children with special needs

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

Monitoring and evaluation of SRE

The school collects evidence for the monitoring and evaluation of the SRE programme by means of lesson observations, monitoring lesson plans and gathering feedback from teachers and pupils. Feedback is obtained from group discussions with teachers and pupils and feedback forms.

Withdrawal of students from sex education and complaints procedure

The school includes information on sex and relationship education in the school prospectus and full details are available on request. The school will inform parents/carers when aspects of the sex and relationship education programme are taught (this may be done simply by announcing in the school's newsletter in some instances) and will provide opportunities for parents/carers to view the videos and resources being used.

Parents are informed of their legal right to withdraw their child from SRE via the school prospectus. Any parent wishing to withdraw their child is encouraged to make an appointment with the class teacher to discuss the matter. Students cannot be withdrawn from any part of SRE which falls within the statutory National Curriculum Science curriculum.

Equal opportunities

All pupils are entitled to receive sex and relationship education regardless of ability, gender, race, religious belief or grouping. Through sex and relationship education we seek to develop a positive view of female and male sexuality. It is our intention all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development, with differentiated provision if required.

Objective discussion of the diversity of personal, social and sexual preference in relationships will take place in SRE and prejudiced views will be challenged in order to encourage tolerance. Any bullying around sexual behaviour or perceived sexual orientation arising from this prejudice will be dealt with as a serious matter.

Safeguarding / Confidentiality

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. Under the common law young people are entitled to the same duty of confidence as adults. Personal information about them should not be shared without their permission except for the purposes of child protection. There may be rare occasions when a child under the age of thirteen who is sexually active directly approaches a teacher. This should be viewed as a child protection issue and procedures should be followed as outlined in the Safeguarding sexually active young people guidance.

The staff member will inform the Head Teacher /Designated Child Protection person in line with the LA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

Links with other policies

- Equal Opportunities
- Child Protection
- Confidentiality
- Behaviour
- Anti Bullying