

Policy Title	Sex Education and Relationships Policy	Version	2.0
Reviewed by	Governing Body	Review Date	Term 4 19/20
Approved by	Chair of Teaching and Learning		2 year cycle

The school's sex education policy is based on the DfE (Department for Education, formerly the DfEE (Department for Education and Employment)) document 'Sex and Relationship Education Guidance'. In this document, sex education is defined as 'learning about physical, moral and emotional development. It is about understanding the importance of commitment to family life' stable and loving relationships, respect, love and care.' Sex education is part of the personal, social and health education curriculum. Sex education is used to inform children about sexual issues. This is done with due regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. Sex education is not used as a means of promoting any form of sexual orientation.

Aim

Our aim is to:

- give children a deeper knowledge of their physical, moral and emotional development;
- develop an understanding of the importance of commitment to family life, stable and loving relationships, respect, love and care.

Objectives

Our objectives for children are an understanding and knowledge of:

- 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;
- sex abuse and what they should do if they are worried about any sexual matters.

Context

Whilst sex education in this school means that children are given information about sexual behaviour, this is done with an awareness of the moral code and values that underpin all work in school. It is our belief that:

- children should be taught to have respect for their own bodies;
- it is important to build positive relationships with others, involving trust and respect;
- sex education should be taught in the context of stable relationships and family life;
- sex education is part of a wider social, personal, spiritual and moral education process;

Policy Title	Sex Education and Relationships Policy	Version	2.0
Reviewed by	Governing Body	Review Date	Term 4 19/20
Approved by	Chair of Teaching and Learning		2 year cycle

- children should learn about their responsibilities to themselves and to others, and be aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect.

Implementation

Sex education is taught through different aspects of the curriculum. The main sex education teaching is within the personal, social and health education (PSHE) curriculum, however some sex education is taught through other subject areas (for example, science), where it contributes significantly to a child's knowledge and understanding of his or her own body, and how it changes and develops.

Children are taught about relationships in PSHE, where they are encouraged to discuss issues. They are taught about the parts of the body, how these work, and what will happen to their bodies during puberty. For example, they are told that boys' voices will change during puberty, and about menstruation. Girls and boys have separate sessions for this topic.

In Key Stage 1 children are taught about how animals, including humans, move, feed, grow and reproduce, and 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 they are taught about life processes and the main stages of the human life cycle in greater depth.

In Year 6, particular emphasis is placed on growing up, as many children experience puberty at this age. As well as the BBC Active DVD – Growing Up, we use the GHLL (Gloucestershire Healthy Living and Learning) Pink Curriculum as a basis for the school's teaching of sex education; this is complemented by the Jigsaw PSHE scheme. Teaching and questions will be handled with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are conceived and develop, how their bodies change during puberty, what menstruation is, and how it affects women. This is taught with due regard for the emotional development, maturity and additional needs (inc SEND) of the children.

A meeting is arranged, prior to the teaching of the subject, for all parents and carers of children in Year 6 to explain what the issues are covered and how they are taught, with an opportunity to see the materials the school uses in its teaching.

The role of parents

The primary role in children's sex education lies with parents and carers. The school wishes to build a positive and supporting relationship with the parents of children at this school through mutual understanding, trust and co-operation. In promoting this objective, we:

- inform parents about the school's sex education policy and practice;

Policy Title	Sex Education and Relationships Policy	Version	2.0
Reviewed by	Governing Body	Review Date	Term 4 19/20
Approved by	Chair of Teaching and Learning		2 year cycle

- 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;
- inform parents about the current 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.

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 is taught in school. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the head teacher, and submit a letter stipulating which aspects of the programme they do not wish their child to participate in. The school complies with the wishes of parents in this regard.

Confidentiality

Sex education lessons are taught in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or is likely to be involved in sexual activity, then the matter will be taken seriously and dealt with as a matter of child protection.

The school will respond in a similar way if a child indicates that he or she may have been a victim of abuse. In these circumstances the teacher will talk with 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 Gloucester Safeguarding Children's Board (GSCB) in line with the school's safeguarding procedures.

The role of the head teacher

It is the responsibility of the headteacher to ensure that both staff and parents are informed about the school's sex education and relationship 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.

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

Policy Title	Sex Education and Relationships Policy	Version	2.0
Reviewed by	Governing Body	Review Date	Term 4 19/20
Approved by	Chair of Teaching and Learning		2 year cycle

Child Protection

If any disclosures occur during a health-based lesson and concerns are raised, staff will follow the schools procedures for Child Protection.

Staff have a duty of care and so any incident or potential incident (e.g. involving abuse) must be treated as a Child Protection issue.

Keeping Safe Online

RSE has an important link to the safety/acceptable use policy and the Computer policy which teaches about online safety.

It is vital for RSE to teach that the internet and social media are important resources for learning and information, and a great opportunity to build social networks, as well as teaching about the risks and how to stay safe online.

Cross-referenced Policies:

Safeguarding

PSHE