



## **Introduction**

The teaching of sex and relationships is essential if young people are to make responsible and well informed decisions about their lives. The aim is to help and support young people through their physical, emotional and moral development, helping them to learn to respect themselves and others and move with confidence through adolescence into adulthood.

We have based our school's sex education policy on the DfEE guidance document 'Sex and Relationship Education Guidance' (ref DfEE 0116/2000) along with more recent updates and guidance. 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.

## **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
- Sex abuse and what they should do if they are worried about any sexual matters

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## Context

We teach sex education in the context of the school's aims and values. While sex education in our school means that we give children information about sexual behaviour, we do this with an 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

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 (PSHE) curriculum, we also teach some sex education through other subject areas (for example, science and PE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own 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. We encourage the children to ask for help if they need it.

## Linked Policies

- Child protection / safeguarding
- Confidentiality and data protection
- Disability and equality
- Social Networking

## Legal Framework

The Education Act 1996 consolidated all previous legislation, and key points related to SRE are:

- The sex education elements of the National Curriculum Science Order are mandatory for all pupils of primary and secondary school age. These cover anatomy, puberty, biological aspects of sexual reproduction and use of hormones to control and promote fertility.
- Secondary schools are required to provide an SRE programme which includes (as a minimum) information about sexually transmitted infections (STIs) and HIV/AIDS.

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- Other elements of personal, social and health education (PSHE), including SRE, are non-statutory.
- All schools must provide, and make available for inspection, an up-to-date policy describing the content and organisation of SRE outside of national curriculum science. This is the school governors' responsibility.
- Primary schools should have a policy statement that describes the SRE provided or gives a statement of the decision not to provide SRE.

The Learning and Skills Act 2000 requires that:

- young people learn about the nature of marriage and its importance for family life and bringing up children.
- young people are protected from teaching and materials which are inappropriate, having regard to the age and the religious and cultural background of the pupils concerned.
- school governing bodies have regard for the guidance.
- parents have the right to withdraw their child from all or part of SRE provided outside national curriculum science.

## Statement of Policy

### Content

Children in the Foundation Stage will begin to develop an awareness of the aspects consolidated in KS1, through the Early Learning Goals of 'Personal, Social and Emotional Development' and 'Understanding the World'.

#### **Children in Key Stage 1 will learn:-**

- that all 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;
- how to recognise safe and unsafe situations;
- how to identify and be able to talk to someone they trust.

#### **Children in Key Stage 2 will learn:-**

- that life processes common to humans and other animals include nutrition, growth and reproduction;
- about the main stages of the human life cycle;
- how to express their opinions about relationships and bullying;
- how to listen and support others;
- to respect other people's viewpoints and beliefs;
- to recognise their own worth and identify positive things about themselves;
- the importance of recognising safe and unsafe situations;
- the importance of how to identify and be able to talk to someone they trust.

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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 Years 5 & 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 made and born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children (as stated earlier in this policy).

## **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 or governors about this policy or the arrangements 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 Head teacher, 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.

## **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 and other health professionals, give us valuable support with our sex education programme.

## **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 following protocols laid down in the child protection policy.

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If the teacher has concerns, they will draw their concerns to the attention of the Head teacher. The Head teacher will then deal with the matter in consultation with health care professionals. **(See also Child Protection Policy.)**

### **The role of the Head teacher**

It is the responsibility of the Head teacher 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 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.

### **What do we actually teach?**

The schools full SRE (Sex and Relationships Education) programme of study is on the school website, under information to parents.

### **Policy Information:**

<b>Date adopted by the governing body:</b>	<b>January 2016</b>
<b>Policy Written by:</b>	<b>Magnus Smedley (Headteacher)</b>
<b>Policy Review Date:</b>	<b>January 2021</b>

**Signed:**

**Chair of governors:**

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**Headteacher:**

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