



Policy for sex and relationships education

The DFES states that "At primary school, Sex and Relationships Education should contribute to the foundation of PSHE & Citizenship by ensuring that all children:

- develop confidence in talking, listening and thinking about feelings and relationships
- are able to name parts of the body and describe how their bodies work
- can protect themselves and ask for help and support
- are prepared for puberty (DFEE 2000)

The prime responsibility for bringing up children rests with the parents. Schools should therefore recognise that parents are key figures in helping their children to cope with the emotional and physical aspects of growing up and in preparing them for the challenges and responsibilities which sexual maturity brings. The teaching offered by schools should be complementary and supportive to the role of parents and should have regard to parents' views about its content and presentation.

Circular 5/94. Education Act 1993. Sex Education in Schools.

The emphasis of sex education in the early years is on promoting self awareness and an understanding in children of their bodies and how they work, as well as learning about the changes that will occur at puberty.

"The Early Years". W.S.C.C

We believe that the school sex and relationships programme should be:

an entitlement for all children

- complementary and supportive to the role of parents
- integral to the process of learning, beginning in childhood and continuing into adult life
- delivered as part of a whole school approach to personal, social and health education
- a foundation for further work in the secondary schools our children will move on to

Our aims are to:

- develop knowledge and understanding about growth and development and human reproduction
- foster self esteem, self awareness and a sense of moral responsibility
- develop the skills to safeguard their own bodies
- encourage exploration of values and attitudes
- allow for the development of communication and decision making skills
- provide knowledge about loving relationships and sexuality
- educate against prejudice and discrimination based on differences such as gender, race, sexuality or disability

Content

In accordance with the West Sussex Guidelines for Early Years(3 - 5 Years), KS1 and KS2 the sex and relationships education programme will be planned to develop :

- Knowledge and understanding of the biological, emotional, social (and legal) aspects of sexuality. Knowledge about sexual matters and an understanding of their emerging sexuality, allows young people to be in control and leads to more responsible and informed behaviour.

- Personal and social skills

Personal attributes such as assertiveness, self esteem and social confidence can be developed and encouraged by giving our children the opportunity to reflect on experience and to practise the appropriate social skills. These will support growth and understanding and encourage pride in their own bodies.

- Attitudes and values

The development of attitudes and values is closely related to the fostering of social skills. It needs to recognise:

- the range of social and cultural value systems represented by the law and different religions, especially Christianity
- an acceptance and appreciation of difference
- the need to be critically aware of value systems and messages of others e.g. the media , one's own peer group
- the importance of respecting one's own and others feelings, ideas, decisions, rights and bodies

At every stage children will have the opportunity to develop and explore themes, which are appropriate to their age and most importantly to their level of maturity.

Careful consideration will be given to continuity and progression within the framework of our curriculum.

Organisation

Sex education will be a part of a more comprehensive programme for personal, social and health education, which will be covered in a variety of ways.

Cross Curricular

Elements of the programme will be included in the school's cycle of topic themes particularly those which are part of the programmes of study for science. This will also cover themes and issues explored in assembly time and in R.E.

Discrete elements

Aspects which relate more particularly to biological and emotional changes at adolescence will be considered with the year five and year six children, as appropriate, in each school year. (This will take into consideration previous knowledge and level of maturity)

Responding to questions

Teachers will be prepared to respond to children's questions as they arise in the context of a planned curriculum for every child. (refer to section on answering difficult questions)

Moral Framework

Skills and attitudes will be taught within the context of caring relationships in line with our strong Christian ethos. There will be an emphasis on responsibility, respect and mutual care.

Teaching Methods

1. It is important for teachers to create an atmosphere in which

children : feel comfortable, able to contribute, can use language as a tool for exploration, feel supported, support each other and can express their feelings with confidence

2. Pupils should be encouraged to work in active ways and some possible methods may include:

- debating
- playwriting
- role play
- discussion
- games
- case studies
- displays
- surveys

3. Groupings will change according to the nature of the work and the maturity of the children. Single gender groups will be arranged if appropriate.

Staffing

All staff members are committed to developing and delivering the programme. The Headteacher will act as co-ordinator and will work in close co-operation with the whole staff to be sure that they are confident and well prepared to deliver the programme. The school is committed to providing training and support as necessary.

Other Agencies

The school nurse and possible other agencies may be involved in planning, presenting or supporting parts of the programme. The staff involved will be responsible for making sure that anyone involved is well briefed and aware of the outcomes of each session.

Special Issues

1. Partnership with Parents

The school is committed to working with parents. Under the Education Act 1993 pupils can be withdrawn by their parents from any part of sex education that is outside the compulsory elements in the National Curriculum Orders for Science.

2. Confidentiality

Ground rules must be agreed by the class teacher and the child /children. Teachers are aware that they can never guarantee total confidentiality and will inform children of their position. They will inform the Headteacher of any concerns.

3. Answering difficult questions

Sometimes an individual will ask an explicit or difficult question. Questions do not have to be answered directly and can be answered later. Teachers are encouraged to talk with parents before answering the question. Individual teachers must use their skill and discretion in these situations and refer to the Headteacher if concerned.

4. Complaints Procedure

Parents wishing to complain about any aspects of the sex education programme should write to the Headteacher who will inform governors.

5. Child Protection Procedure

The Headteacher is the Child Protection Officer and must be informed of any concerns.

Resources

Books are available to the children in the school library.

Videos and other material are made available by the school nurse or on loan from the Health Education Resource Centre.

Suitable television programmes are used. A series of four programmes from the Health E series is used. Parents or guardians will be given the opportunity to view these either on request or at a planned event.

Consultation

In producing this policy consultation has taken place with parents, teachers, governors, the school nurse, and the L.E.A.

Guidelines issued by West Sussex were used to inform the policy.

- The previous sex education policy and current practice was reviewed
- The Headteacher attended courses to aid the development of such a policy.
- Governors, teaching staff and the school nurse met to discuss the policy with a member of the advisory staff for P.S.E before a meeting with parents.

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