



Policy for sex and relationships education

The prime responsibility for bringing up children rests with the parents and at Chidham Parochial Primary School we 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 within school is complementary and supportive to the role of parents and should have regard to parents' views about its content and presentation.

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.

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

- 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 and know about what to do if concerned
- 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 National Curriculum 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 including 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 that recognise:
 1. The range of social and cultural value systems
 2. An acceptance and appreciation of difference
 3. 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.

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.

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 and the importance of loving relationships.

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. Child Protection Procedure

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

To be reviewed every three years

Next review: Summer 2018