



Fremington Community
Primary & Nursery School

SEX AND RELATIONSHIPS (SEX EDUCATION) POLICY

Statutory

Approved/Reviewed by:

Teaching & Learning Committee

Model:

School

History:

Date: November 2011

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SEX and RELATIONSHIP POLICY

Introduction

Fremington Primary School promotes health education in its widest sense. Attention is given to the physical, and psychological development of the children as well as the maintenance of good health for all pupils and staff. The development of emotional awareness and positive self-esteem is central to our aims and a key element of this is a carefully considered and constructed Sex and Relationship Education Policy.

Sex and Relationship Education should take place in partnership with parents. It has become increasingly recognised that Sex and Relationship Education should be gradually developed as an integral part of the curriculum.

It is an entitlement for all children, as part of the curriculum requirements in Science (Life Processes and Living Things) and Health Education. The sensitive nature of the subject means that schools must add moral and social questions. Sex and Relationship Education is not just about reproduction and sexual health, but must also strive to enable children to act responsibly in making and maintaining relationships with others, to feel good about themselves and the choices they make and to develop assertiveness skills and the ability to respect themselves and others.

In the context of this school the Sex and Relationship Policy aims to:

- Give clear and appropriate information and knowledge by answering children's questions openly, honestly and appropriately.
- Promote positive attitudes and values promoting self-esteem and fostering of individual well-being.
- Promote the necessary skills for effective communication, long and happy relationships and positive behaviour and development.
- Challenge commonly held beliefs – often complicated by mis-information.

These objectives can only be achieved through a development programme beginning in the Early Years and progressing through childhood and adolescence. It is to this end that we have chosen to use a series of resources including videos produced by Channel Four Learning called 'Living and Growing.'

Strategy for implementation

Sex and Relationship Education is taught as part of the PSHE and Science curriculum – and is part of the teaching programme in all key stages.

Foundation Stage

Children are taught to have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others. They are encouraged to form positive relationships with adults and peers.

They are encouraged to manage their own personal hygiene.

Topic themes include – My Family, Myself, Babies and People Who Help Us. Much of this is done through the use of Circle Time discussion, role play, and the use of visiting adults with babies.

Key Stage One

Many of the themes mentioned in the Foundation Stage are extended using the topic 'Ourselves'

We also use the 'Health for Life' and SEAL (Social and Emotional Aspects of Learning) programme to support children's understanding of growing up and relationships.

Lower Key Stage Two

Pupils learn about Health and Hygiene, and about how they change physically and emotionally at the onset of puberty. This is done through Science lessons through looking at Life cycles, as well and through PSHE (Personal, Social and Health Education) and SEAL teaching.

Upper Key Stage Two

This stage of the programme goes into greater detail. Guidance and support will be supplied through the involvement of the School Nurse.

Changes at the onset of Puberty: Much of the children's learning will be done through visits by the school nurse for Year 6 pupils. Only Year 6 pupils will study the units on "Boys talk" and "Girls talk". We always inform parents of when this will happen and give them the right to withdraw their child if they wish.

PSHE and SEAL provide the framework for effective sex and relationship education, which relates to the children's stages of development, with activities presented in the context of family life, loving relationships and respect for others. It is a clear programme of planned activities.

There will be an opportunity for girls to talk to a female member of staff and boys to talk to a male member of staff during the course of this unit of work.

We treat questions the children ask with sensitivity. Pupils are able to use a 'Question Box' where they can "post" questions that will be responded to individually. Children's questions will be answered openly and honestly. Some issues may be considered inappropriate and will not be answered, as part of a general debate. It will be recommended that these be discussed with a family member.

Videos and the supporting material are available for viewing in school by any parents wishing to do so. If there are any parental concerns about the resources used, we will be happy to discuss them.

Inclusion

This policy is written with the inclusion of all pupils in mind. Its content will be differentiated to accommodate all levels of ability.

We will respect the request of parents who wish to withdraw their children from a Sex Education programme.

Parents cannot withdraw their children from elements of the Sex Education Programme that are part of the National Curriculum. We are happy to discuss with parents the relevance and importance of such a programme to their child.

Parents who still wish to withdraw their child from a Sex and Relationship Education programme will be asked to make their request in writing to the Head teacher.

Finally

Sexual development is a natural process, just one aspect of growing up emotionally, socially and physically. Each is an integral part of growing to adulthood and independence.

Our policy enables children to make comparisons with their own development and to reflect on their own relationships in positive ways.

Ultimately the teaching and learning is about the promotion of self-esteem and the fostering of individual well-being. Children will be allowed to discuss their ideas and be given opportunities to reflect upon their own experiences and review their learning.

Sex Education Guidelines

1. We believe that Sex Education should be delivered in partnership with parents. Parents will be kept informed and involved at all stages of the Sex Education scheme of work in our school. We will also provide advice and support to parents, where required.
2. It is considered that Sex Education is part of the more general area of Personal, Social and Health Education
3. It is recognized that we will make use of appropriate bodies of knowledge for an appropriate age or stage of readiness.
4. Sex Education will deal with sexuality in the broader context of the individual's life and development. It will recognise the family unit as the context for raising children, growing up, maturing and contributing as a positive, useful member of society.
5. We will respect the request of parents who wish to withdraw their child from a Sex Education programme. Parents cannot, however, withdraw their children from those elements of Sex Education, which are part of the National Curriculum.
6. We will attempt to convince parents of the relevance and importance of such a programme to their child.
7. Parents, who still wish to withdraw their child from a sex education programme, will be asked to make this request in writing to the Headteacher.

Policy Date	Summary	Minute Reference	Chair of Governors	Initials
24/11/2011	Policy Adopted	7. 2 / 2011-12	S Miller	
12/2/2015	Policy reviewed / reworded	10.4-2014/15	S Miller	SM
