

Sex Education

June 2014



Eaton Valley
Primary School

Sex Education Policy (Growth and Development)

Rationale

In this document, sex education is defined as 'learning about physical, moral and emotional development. It is about understanding the importance of family life, stable and loving relationships, respect, love and care'.

Sex Education is 'taught' under the umbrella title of 'Growth and Development' which forms part of the Science Curriculum. It is also part of the Personal, Social and Health Education curriculum (PSHE) and the Social and Emotional Aspects of Learning (SEAL) programme. The area of puberty is covered in Y5.

Aims and objectives

Children are taught about:

- the physical development of their bodies as they grow into adults;
- the importance of family life;
- moral questions;
- relationship issues;
- respect for the views of other people;

Organisation

In PSHE/SEAL lessons, children are taught about relationships and are encouraged to discuss issues.

In Key Stage 1 science lessons, the national curriculum (2014) is followed and pupils will be taught to notice that animals, including humans, have offspring which grow into adults..... and hygiene.

In Key Stage 2 pupils will be taught to describe the life process of reproduction in some plants and animals. Non statutory guidance also indicates that children should 'learn about the changes experienced in puberty'.

In Upper Key Stage 2 a particular emphasis is placed on health education, as many children experience puberty at this age. Pupils in Year 5 receive a puberty talk which is undertaken with the school's attached team of nurses and the Local Health Authority. A DVD is used which parents are invited to view before it is shown to their children. Parents can withdraw their children from this session if they feel it is inappropriate for the maturity level of their child.

Teachers answer all questions with sensitivity and care. By the end of Key Stage 2, it is ensured that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women.

This is taught with due regard for the emotional development of the children.

The role of parents

School is well aware that the primary role in children's sex education lies with parents and carers. Our aim is to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation by:

- informing parents about the school's policy and practice;
- answering any questions that parents may have;
- taking seriously any issue that parents raise with teachers or governors about this policy or the arrangements in the school;
- keeping parents well informed so that the teaching in school supports the key messages that parents and carers give to children at home. It is our belief that, 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 school nurse 'puberty' talks in our school. If a parent wishes their child to be withdrawn from this session, they should discuss this with the Headteacher, 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

Other valued members of the community are encouraged to work with school 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 valuable support. Other people that maybe included are local clergy, social workers and youth workers.

Confidentiality

Teachers conduct all 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 the same way if a child indicates that they may have been a victim of abuse. If the teacher has concerns, they will immediately draw their concerns to the attention of the Headteacher. (See also Safeguarding Policy.)

The role of the Headteacher

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about this 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 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.

This policy is reviewed annually, or sooner, whichever is appropriate.

Signed:

A handwritten signature in black ink, appearing to read 'Andrew Smith'. The signature is stylized with a large 'A' and 'S' and a horizontal line crossing through the middle.

Andrew Smith
Chair of Governors

