

MILTON KEYNES EDUCATION TRUST



New Chapter Primary School

Sex Education and Relationships Policy

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1.0 Introduction

- 1.1 This policy follows the guidelines: DfEE guidance document Sex and Relationship Education Guidance (ref DfEE 0116/2000).
- 1.2 Sex and relationship education (SRE) is compulsory from age 11 onwards. The objective of SRE is to help and support young people through their physical, emotional and moral development.
- 1.3 SRE contributes to the promotion of the spiritual, moral, cultural, mental and physical development of pupils at school and of society and preparing pupils for the opportunities, responsibilities and experiences of adult life. It should not be taught in isolation.
- 1.4 SRE is part of the personal, social and health education (PHSE) curriculum. While we use sex education to inform children about life choice 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.
- 1.5 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'.
- 1.6 SRE is not used as a means of promoting any form of sexual orientation.
- 1.7 We teach SRE having due regard for the age of children that are being taught.
- 1.8 The guidance states that there are three main elements to its teaching:

1.8a Attitudes and values

- I. learning the importance of values and individual conscience and moral considerations;
- II. learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- III. learning the value of respect, love and care;
- IV. exploring, considering and understanding moral dilemmas; and
- V. developing critical thinking as part of decision-making.

1.8b Personal and social skills

- I. learning to manage emotions and relationships confidently and sensitively;
- II. developing self-respect and empathy for others;
- III. learning to make choices based on an understanding of difference and with an absence of prejudice;
- IV. developing an appreciation of the consequences of choices made;
- V. managing conflict; and learning how to recognise and avoid exploitation and abuse.

1.8c Knowledge and understanding

- I. learning and understanding physical development at appropriate stages;
- II. understanding human reproduction, sexual health, emotions and relationships;

2.0 Context

2.1 As an academy, we are not required by law to adhere to the national curriculum and PHSE is a non-statutory subject. However, we value the importance in assuring our children receive appropriate age related SRE, taught within the school's aims and values framework.

2.2 We teach sex education in the belief that:

- sex education should be taught in the context of stable relationships;
- it is important to build positive relationships with others, involving trust and respect;
- 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 and that others should have respect for them also;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- children need to learn the importance of self-control.

3.0 Aims and objectives

3.1 We teach children about:

- I. the physical development of their bodies as they grow into adults;
- II. the way humans reproduce;
- III. respect for their own bodies;
- IV. the importance of stable relationships;
- V. moral questions;
- VI. relationship issues;
- VII. respect for the views of other people;
- VIII. sex abuse and what they should do if they are worried about any sexual matters, including sexual abuse or exploitation on the internet (including sexting).

4.0 Organisation

4.1 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.

4.2 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, and we explain to them what will happen to their bodies during puberty. For example, we tell the boys that their voices will change during puberty and we explain to the girls about menstruation. We encourage the children to ask for help if they need it.

4.3 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 curriculum for science. In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

4.4 In Year 6 we place a particular emphasis on health education, as many children experience puberty at this age. By the end of Key Stage 2, we ensure that both boys and girls know how babies are 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).

4.5 We offer parents and carers the opportunity to meet teachers to discuss the Year 6 programme of lessons, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching.

5.0 The role of parents

5.1 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:

- I. inform parents about the school's sex education policy and practice;
- II. answer any questions that parents may have about sex education;
- III. take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;
- IV. encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- V. inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe 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.

5.2 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 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 only exceptions to this are the biological aspects of human growth and reproduction that are essential elements of National Curriculum Science.**

6.0 The role of other members of the community

6.1 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. Other people that we call on may include social workers, youth workers and the police.

7.0 Confidentiality

7.1 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 safeguarding and child protection.

7.2 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 inform the school's designated safeguarding officer(s) as matter of urgency. See also Child Protection/Safeguarding Policy.

8.0 The role of the Headteacher

8.1 It is the responsibility of the Headteacher 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 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.

8.2 The Pastoral Leader liaises with external agencies regarding the school sex education 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.

8.3 The Pastoral Leader monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.