

Shefford Lower School

Sex and relationships education policy



Aims of the sex and relationships education programme

Shefford Lower School believes that sex education in this school will be developmental and a foundation for further work in the middle school.

Sex education in this school will contribute to the requirement of the Education Reform Act 1988 that the school curriculum should be one which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and
- Prepares such pupils for the opportunities, responsibilities and experiences of adult life.

The school will work towards this aim in partnership with parents.

The aim of the sex education policy is to clarify the content and the manner in which sex education is delivered in this school.

Moral and values framework

The sex education programme will reflect the school ethos, demonstrating and encouraging the following values:

- respect for self;
- respect for others
- responsibility for their own action;
- responsibility for their family, friends, school and wider community.

The sex and relationships education programme will:

- provide information which is easy to understand and relevant and appropriate to the age and maturity of the pupils;
- include the development of communication and social skills;
- encourage the exploration and clarification of values and attitudes.

Sex and relationships education will be taught in the context of relationships. Topics and themes will be repeated from year to year in greater depth taking into account of the pupil's development and the spiral curriculum concept.

The content of the sex education has been drawn from the HEA Primary Project for health education and is planned to complement and support learning within the national curriculum.

A sequence for teaching sex and relationships education

Foundation

- people in my life. What they do for me and what I do for them
- my moods – feeling happy, sad, and so on
- friendships
- keeping safe – danger I might come up against. Say no
- my body and other people's bodies – similarities and differences
- the beginning of life – me, animals, plants
- growth in people, animals and plants
- ageing – beginning to know things are alive, dead, young, old

Key Stage One

- changes as we grow
- different types of families
- family trees
- feelings in families (for example, love, jealousy)
- what helps people to get on with each other (for example, listening/sharing)
- what makes me happy
- what I like or don't like about other people
- keeping safe
- caring for myself – hygiene, sleep, exercise
- people who help me to care for myself
- inside my body – the functions of different parts
- ageing – beginning to know things are alive, dead, young, old
- Loss and bereavement

Key Stage Two

- feelings – things which make me happy, sad, embarrassed, scared and so on
- difficult situations – for example, teasing and bullying
- changes in my own body and in those of others
- Living and growing changes
- keeping healthy – exercise, diet, the immune system, and so on
- friendship – who our friends are, how we make and lose friends
- making decisions – influences on me
- keeping safe
- varied lifestyles in the class and community – differences in others and how we feel about differences
- Puberty education (growing and changing) at the end of year 4

Co-ordination

Sex education will be co-ordinated by the PSHCE Co-ordinator in close co-operation with the Headteacher.

Delivery

- as topics
- through planned aspects of science
- through pastoral time
- addressed occasionally in Assembly time
- through occasional visits from the school nurse, parents and younger or older siblings
- through the use of story time, show and tell time

Organisation

a) Teaching approaches

A variety of approaches are used to give pupils relevant information; to enable moral issues to be explored through discussion; and to acquire appropriate skills. Details can be seen in the scheme of work.

b) Pupil Groupings

Pupils are taught in mixed ability and gender groups. When there is a specific need (for example members of a faith groups), arrangements will be made to teach pupils in appropriate groupings. Puberty education is delivered in gender specific groups.

c) Resources

- Materials – A wide range of teaching resources are available (to teachers and for inspection by parents through co-ordinators).
- Staff – With regard to sex and relationships education it is important that staff feel comfortable with the subject matter. Support will be offered through an in-service training programme. All staff are asked to teach within the school's value framework.

d) Time available

Sex and relationships education forms some part of the national curriculum in every year group, (see attached scheme of work).

Specific Issues

The following issues may occur as part of education. Staff, parents and pupils need to understand the schools' procedures.

a) Confidentiality and advice

Pupils will be made aware that some information cannot be held confidential, and made to understand that if certain disclosures are made certain actions will ensue. At the same time pupils will be offered sensitive and appropriate support. The following procedures will be adhered to by all adults.

- i) Disclosure or suspicion of possible abuse - the school's child protection procedure will be invoked. (see relevant policy).

b) Family Life

The value of family life is an important aspect, which will be approached largely through a consideration of the qualities and relationships between the group of people, with an emphasis on stability, respect, caring and support.

c) Complaints procedure

Any complaints about the sex and relationships education curriculum should be made to the head who will report to the governors via the link governor.

d) Parental partnership

Under the Education Act 1993 parents have the right to withdraw their children from all or part of the sex and relationships education programme. Parents wishing to exercise that right are asked to make an appointment to meet the PSHCE Co-ordinator or the Headteacher to discuss the issues, they are under no obligation to do so. Once a child has been withdrawn they cannot take part in later sex education with out parental approval.

Monitoring and review

- a) Sex and relationships education will be monitored by the PSHCE Co-ordinator and a member of the Senior Management Team.
- b) An annual report will be made to governors and a summary included in their annual report to parents. The school prospectus informs all parents that the policy is available to them in school.
- c) A member of the Curriculum Committee will have a link role between the school and the governing body.

Dissemination of the policy

A summary of this policy is in the school prospectus. The full policy, appendices and full programmes of study are available on request to parents, the LEA, and OFSTED through the Headteacher and PSHCE Co-ordinator.

Other policies which have relevance to sex education are:

- Equal opportunities
- Behaviour and Anti-bullying
- Safeguarding

Date reviewed:	October 2012	
Approved by:	Tracey Callender	
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