

Grange First School
SEX AND RELATIONSHIPS POLICY STATEMENT



Rationale

'Effective Sex and Relationship education is essential if young people are to make responsible and well informed decisions about their lives.'

(Sex and Relationship Education Guidance, DFE)

Sex Education is a compulsory part of National Curriculum Science.

Purposes

'The aim of Sex and Relationship education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in Personal, Social and Health education and Citizenship will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. The PSHCE framework will help pupils develop the skills and understanding they need to live confident, healthy and independent lives. It will play an important role, alongside other aspects of the curriculum and school life, in helping pupils deal with difficult moral and social questions.'

At our First School we aim to deliver a whole school approach to Sex and Relationship education and aim to deliver it through National Curriculum Science and through our PSHCE programme, within the four broad themes of;

- Developing confidence and responsibility and making the most of pupils' abilities;
- Preparing to play an active role as citizens;
- Developing a healthier, safer lifestyle; and
- Developing good relationships and respecting differences between people.

This will ensure that all children:

- develop confidence in talking, listening and thinking about feelings and relationships;
- are able to name parts of the body and describe how their bodies work;
- can protect themselves and ask for help and support; and
- are prepared for puberty (where appropriate)

1 Introduction

1.1 We have based our school's sex education policy on the DfE guidance document Sex and Relationship Education Guidance (ref DfE 0116/2000). In this document, sex education is defined as 'learning about physical, moral and emotional development.'

2 Aims and objectives

2.1

- We teach children about:
- The physical development of their bodies as they grow into adults; not sexual development; purely in terms of growth of skeleton muscles, etc.

- We involve, where appropriate, the school nurse to explain the changes in the human body related to puberty.
- Parents and carers have the right to withdraw the children from these sessions.

3 Context

3.1 As a First School, we do not deliver sex education, but do answer questions as honestly as possible, whilst taking into account the age and maturity of the individual. We do this with an awareness of the moral code and values which underpin all our work in school. We believe that:

- children should be taught to understand and respect their own bodies;
- children should learn about their responsibilities to others,
- it is important to build positive relationships with others, involving trust and respect.

We aim to help children develop confidence in talking, listening and thinking about Sex and Relationship education. Teachers and visitors will use a range of strategies to help them to do this including;

There are many sensitive issues surrounding the teaching of Sex and Relationship education. As a school we aim to deal with the following issues sensitively and honestly.

Parents and pupils should feel assured that the personal beliefs and attitudes of teachers will not influence the teaching of Sex and Relationship education within the PSHE framework.

If a child raises an issue of a sensitive nature, their comments will be dealt with individually and sensitively, following the guidelines set out in the Confidentiality policy.

4 The National Healthy School Standard

4.1 We participate in the National Healthy School Standard scheme, which promotes health education.

We:

- consult with parents on all matters of health education policy;
- listen to the views of the children in our school regarding personal safety

5 Organisation

5.1

- 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.

6 The role of parents

6.1 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 cooperation. In promoting this objective we;

- Inform parents about the school's sex education policy and practice
- Answer any questions that parents raise with teachers or governors about this policy or the arrangements for sex education in the school
- Take seriously any issue that parents raise with teachers or governors about this policy or arrangements for sex education in the school
- We believe that through the exchange of knowledge and information children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

7 The role of other members of the community

7.1 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 health education programme

8 The role of the head teacher

8.1 It is the responsibility of the head teacher and Governors to ensure that both staff and parents are informed about our statutory policies, and that the policy is implemented effectively.

8.2 The head teacher and Governors monitor this policy annually and report to governors, when requested, on the effectiveness of the policy.

9 Monitoring and review

9.1 The Teaching and Learning Committee of the governing body monitors our sex education policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs Sex Education Policy