

Graham James Primary Academy



Sex & Relationship Education Policy

Agreed date: December 2017

Next Review Date: September 2019

(However, New Statutory guidance is due to be released during the 2017/2018 academic year - Therefore, this policy will need to be amended/ renewed once new guidelines are released).



GRAHAM JAMES PRIMARY ACADEMY

Policy on Sex and Relationship Education

Introduction

Our Academy's policy on sex and relationship education is based on the DfES document 'Sex and Relationship Education Guidance' (DfES 0116/2000).

In the DfES document, sex education is defined as 'learning about physical, moral and emotional development'. The guidance states, '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'.

Sex education is part of the personal, social and health education (PSHE) curriculum in our Academy. When we inform our pupils through sex education about sexual issues, we do this with regard to morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation.

Aims and objectives

We teach children about:

- the physical development of their bodies as they grow into adults;
- the way humans reproduce;
- respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
- the importance of family life;
- moral questions;
- relationship issues;
- respect for the views of other people;

Context

We teach about sex in the context of the Academy's aims and values (see the values statement in the Curriculum Policy). While sex education in our Academy means that we give children information about sexual behaviour, we do this with an awareness of the moral code, and of the values which underpin all our work. We teach sex education on the understanding that:

- it is taught in the context of marriage and family life;
- it is part of a wider process of social, personal, spiritual and moral education;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect;
- children need to learn the importance of self-control.

Organisation

We teach about sex through different aspects of the curriculum. While we carry out the main sex education in our personal, social and health education (PSHE) curriculum, we also do some sex education through other subject areas (e.g. science and PE) which we believe contribute significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.

At Graham James Primary Academy, all children follow a skills based PSHE curriculum which supports their development with regards to Sex and Relationship education. Below is a summary of topics that each Key Stage (KS) follow (for a full list please see Appendix A – Whole school Overview Skills Based Curriculum Map - PSHE):

EYFS	<p>Relationships (family dynamics)</p> <p>Growing up 'Look how we have changed' – physical changes from baby/toddler to current age(height/ weight/ shoe size etc)</p> <p>Making friends</p>
KS1 (Yr1-2)	<p>Recognise the value of being & having friends</p> <p>Recognise how they have changed/ grown & that this is a continuous journey through life</p> <p>Knowing how to keep safe in different places/ situations</p> <p>The importance of family</p> <p>Identify the key aspects of friendship</p> <p>Belonging to a community (e.g. class/ school/ home/ local community etc)</p>
KS2 (Yr3-6)	<p>Types of changes that happen to us – physical & emotional (and how to manage them</p> <p>strategies to protect ourselves from physical and mental harm (bullying)</p> <p>Know what 'being in charge of themselves' means</p> <p>Skills to help you feel and behave confidently</p> <p>Develop strategies to help resist pressure and persuasion</p> <p>Understand the physical and emotional changes at puberty for both sexes (including what puberty is)</p> <p>Basic human needs</p> <p>Recognise that strong emotions affect your ability to judge situations accurately and how to manage them</p> <p>Recognise and value different aspects of theirs and others personalities</p> <p>Recognise that people may change physically and mentally as they grow</p> <p>Assess risk involved in trying to grow up too soon</p> <p>Reflect on moral issues</p> <p>Respect peoples different values</p>

In Science lessons, in both Key Stages, teachers inform children about puberty and how a baby is born. For this aspect of our teaching, we follow the guidance material in the national scheme of work for science. In Key Stage 1, we teach children about how animals, including humans, move, feed and grow, and we also teach them about the main parts of the body. In Key Stage 2, we teach about life processes, and the main stages of the human life cycle, in greater depth.

In Years 5 and 6, we place a particular emphasis on health education, as many children experience puberty at this age. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how children's 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.

The role of parents

The Academy is well aware that the primary role in children's sex and relationship education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our Academy, through mutual understanding, trust and cooperation. To promote this objective, we:

- inform parents about the Academy's sex education policy and practice;
- answer any questions that parents may have about the sex education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for sex education in the Academy;
- 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. (<https://www.pshe-association.org.uk/curriculum-and-resources/resources/our-pshe-education-guidance-parents>)

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our Academy. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Head Teacher, and make it clear which aspects of the programme they do not wish their child to participate in. The Academy always complies with the wishes of parents in this regard.

The role of other members of the community

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 include local clergy, social workers, youth workers and members of the Governing body that are involved with these professions.

Confidentiality

Teachers conduct sex education lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns. The Head Teacher will then deal with the matter in consultation with health care professionals (see also our policy on Child Protection).

The role of the Head Teacher

It is the responsibility of the Head Teacher 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 Head Teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach about sex effectively, and handle any difficult issues with sensitivity.

The Head Teacher liaises with external agencies regarding the Academy sex education programme, and ensures that all adults who work with our children on these issues are aware of the Academy policy, and work within its framework.

The Head Teacher monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.

Monitoring and review

This policy will be reviewed every two years. However, the policy may be reviewed earlier than this if the government introduces new regulations (expected 2017/2018 academic year for a September 2019 start), or if recommendations are received on how the policy might be improved.

Mrs Petra Back

Head Teacher

Mr Richard Turner

Deputy Headteacher

Mr Bradley Lane

Chair of Governors