

HILL FARM PRIMARY SCHOOL

Policy on Sex and Relationship Education

1 Introduction

- 1.1 Hill Farm School's policy on Sex and Relationship education is based on the DfES document 'Sex and Relationship Education Guidance' (DfES 0116/2000).
- 1.3 Sex education is part of the personal, social and health education (PSHE) curriculum in our school. When we inform our pupils through Sex and Relationship 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.

2 Aims and objectives

2.1 At Hill Farm, we teach children about:

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

3 Sex and Relationship education in our school 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.

4 The National Healthy School Standard

4.1 At Hill Farm we now participate in the National Healthy School Award scheme, which promotes health education. As participants in this scheme, we:

- listen to the views of the children in our school regarding sex education;
- invite parents to contribute their opinions and view any audio visual resources we may use.
- look positively at any local initiatives that support us in providing the best sex education programme that we can devise.

5 Organisation

5.1 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.

- 5.2 In PSHE, we teach children about relationships, and we encourage children to discuss any issues. We teach about the parts of the body, and how these work, and we explain to the children what will happen to their bodies during puberty. For example, we teach the children that boys' voices will change during puberty, and we explain menstruation to both boys and girls. We encourage the children to ask for help if they need it.
- 5.3 In science lessons teachers inform our older children about puberty and how a baby is born. For this aspect of our teaching, we follow the guidance material in the National Curriculum programmes of study 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 fact that people are not all the same, and that we need to respect each other. In Key Stage 2, we teach about life processes, and the main stages of the human life cycle, in greater depth.
- 5.4 In Year 6, we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons and seek the support of the school nurse. 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 and what menstruation is. We always teach this with due regard for the emotional development of the children.
- 5.5 We write to all parents and carers of children in Year 6 to inform them of this particular programme of lessons, to explain what the issues are, and how they are taught, and to offer them the opportunity of viewing the materials the school uses in its teaching.

6 The role of parents

- 6.1 Hill Farm School is well aware that the primary role in children's sex education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation. To promote this objective, we:
- inform parents about the school's Sex and Relationship 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 school;

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.

- 6.2 Parents have the right to withdraw their child from all or part of the sex education programme that we teach in Hill farm 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.

7 The role of other members of the community

- 7.1 At Hill Farm School 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.

8 Confidentiality

- 8.1 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

any 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 headteacher. She will then deal with the matter in consultation with health care professionals.

9 The role of the headteacher

- 9.1 It is the responsibility of the headteacher to ensure that both staff and parents are informed about our Sex and Relationship education policy, and that the policy is implemented effectively.
- 9.2 The headteacher monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.

10 Monitoring and review

- 10.1 The Governing Body of Hill Farm School monitors the impact of our Sex and Relationship education policy on a regular basis. It gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments.
- 10.2 This policy will be reviewed every three years, or earlier if necessary.

Signed:

Date: