



Believe Achieve Succeed

St Peter's C of E (Aided) Primary School

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Our Vision Statement

"At St Peter's we have high expectations where everyone achieves and succeeds within a safe, inclusive Christian community. We promote independence, respect and empathy. Through an exciting curriculum, children are inspired to become lifelong learners and active world citizens."

SEX EDUCATION AND RELATIONSHIPS RSE & PHSE

Person Responsible:	Children & Learning Committee
Review Period:	Every 3 years or in light of new regulations
Status:	Statutory
Date Adopted:	Autumn Term 2017
Next review:	Autumn Term 2020
Ratified by Governors on:	Spring Term 2017

Sex education is a lifelong process of acquiring information and forming attitudes, beliefs and values about sexual identity, relationships and intimacy. At primary school level, it is about laying the foundation for teaching in the context of feelings, friendships and relationships with backdrop of understanding biological processes.

1. Introduction

This policy provides clear guidance to staff about how and when sex education should be taught in our school. We follow the established legal framework for schools in the creation and implementation of a policy for sex education. In this respect, the Governing body has responsibility for approving the sex education policy.

2. The Place of Sex Education in the School's Curriculum

We aim to help every pupil to:

- Create a sense of self-esteem, self-confidence and worth
- Develop a critical facility to interpret the world around them
- Promote understanding and tolerance of others and their ways of life

We aim to:

- Encourage pupils to be aware of their own feelings and the feelings of others
- Promote and sustain a caring, trusting atmosphere and environment where questions can be asked and answered honestly and openly
- Provide information which will enable pupils to gain an understanding about the development of their own and other people's bodies
- Enable pupils to develop their own opinions and values
- Develop skills to handle situations where pupils may feel inappropriate pressure
- Explore gender stereotyping and ensure equal opportunities for all school users

3. Parental Involvement and Support

It is essential that parents are aware of the School's formal sex education programme and actively support it at home. This is offered to pupils in Year 6 and other Year groups as appropriate.

- We are committed to sharing our role in partnership with parents and carers who are the key figures in helping pupils cope with the physical and emotional aspects of growing up.
- Parents have the right to withdraw their children for all or part of the sex education programme provided by the School other than that which is provided by the National Curriculum. Parents should write to the Head Teacher, if this is the case.

4. Morals and Values

Pupils will be encouraged to appreciate:

- The value of a stable family life
- The responsibility of parenthood

To consider the importance of:

- Respect for themselves and others
- Loyalty
- Sensitivity towards the needs and views of others
- Delaying sexual activity

Be able to recognise:

- The possible physical, emotional and moral results of certain types of behaviour
- That each individual must take equal responsibility in any relationship

5. Entitlement

The teaching staff and the Governing Body are committed to supporting the personal health and welfare of every pupil at school. Every pupil must have opportunities throughout their lifetime at school to follow a carefully planned programme for sex education, which closely relates to their individual needs and stages of development. The teaching of a carefully planned sex education programme will provide pupils with important opportunities for personal development and will prepare them for adult life. Pupils should be supported with care and sensitivity so that they are appropriately informed and have answers to the questions they raise. They should feel confident both at home and at school this is the entitlement for all pupils.

6. Implementation

Throughout the teaching of our sex education programme, the development of pupils' self esteem is crucial. The three elements of sex education to be taught are:

Knowledge:

- The acquisition and understanding of information which will give pupils a proper vocabulary and a foundation of knowledge to understand things that happen to them and others and to make future choices.

This knowledge includes:

- External parts of the body
- Body organs
- Body defence systems
- Basic understanding of reproduction
- Stages of human development, growing, changes and ageing
- Personal hygiene
- Keeping safe
- People who can help me
- Families – different types and culture
- What is a friend?

Skills:

- To enable pupils to develop confidently as individuals and create positive relationships.

These skills include:

- Dealing with emotions and feelings
- Develop positive relationships
- Coping with conflict
- Making decisions and choices
- Personal safety
- Communication
- Coping with loss
- Problem solving
- Assertiveness
- Feeling good about oneself

Attitudes & Values:

Attitudes and Values including:

- Respecting oneself and valuing others
- Valuing differences and similarities
- Attitudes towards gender, race, culture and disability
- Awareness of stereotyping and prejudice
- Appropriate and inappropriate behaviour

7. What Sex Education is taught?

7.1 Foundation:

Children will learn about the process of growing from young to old and how people's needs change.

7.2 Key stage one (years 1 and 2):

- They will learn about growing and changing and new opportunities and responsibilities that increasing independence may bring.
- Name the main parts of the body (including external genitalia) and the similarities and differences between boys and girls.

7.3 Key stage 2:

- How their body will, and emotions may, change as they approach and move through puberty.
- Taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers.

Year 6 and other year groups where appropriate:

- They will learn about human reproduction, puberty, menstruation and childbirth.

8. How is Sex Education taught?

The School's sex education policy is likely to be taught and learned in a range of different ways:

It can be learned through the School's "formal curriculum":

- Much of the work will be taught as part of science, maths, English and PSHE
- Sex education will be taught through topics from Foundation to Year 6
- It is a planned and continuous programme, which is appropriate to pupils' needs and stages of development
- Pupils will have the opportunity to work in small groups which may be single or mixed sex

It can be learned through the "informal curriculum":

- Pupils frequently raise issues, which relate to sex education (eg, a young child wants to tell everyone that his/her mother is having a baby). When spontaneous discussions arise, it should be

treated in a way which encourages children to be of moral considerations and know the value of human relationships.

9. Resources for Sex Education

The school uses a wide range of resources to support the teaching of sex education. Books, poems, videos, leaflets and teaching packs are carefully selected to support the sex education programme. The following criteria are used when selecting material:

- Does it fit with this policy for teaching sex education?
- Does it relate to the aims and objectives of this policy?
- Is it suitable for the age, stage of development and ability of the pupils?
- Does it appeal to pupils and teachers?
- Is it up-to-date if it has factual content?
- Is it produced by a reputable organisation?
- Does it show unfair bias, (eg, towards a commercial product?)
- Does it avoid racial, gender and sexual stereotyping?
- Does it encourage activity and participatory learning?
- Does it confirm to the legal requirements of sex education?

9. Specific Issues

- The procedures for dealing with child sexual abuse are stated in the Child Protection Policy.
- If a child is to be withdrawn from the sex education sessions and the letter was sent to the Head Teacher then that child will be sent to work in another room with another teacher for the duration of that session.
- Anti-bullying procedures are set down in a separate policy.
- Complaints procedure is as stated in the School Prospectus and Complaints Policy.
- There will be occasions when teachers think it appropriate to invite visitors to support the teaching of the sex education programme. The School nurse, the local health visitor, a midwife, a doctor or a mother of a young baby each may provide valuable help. Anyone supporting teachers in this way will have been given a copy of this policy, will have discussed it carefully with the teacher in advance and will be in agreement with its principles. Visitors delivering sex education will never be left alone with the class, will be pre-cleared by the police and informed of the policy and requirements.
- Procedures for supporting any members of the School community infected or affected by HIV (human immunodeficiency virus) are to respect the confidentiality of that person whilst maintaining the safety and well being of others.

10. Criteria for Success

In order to ensure that this policy is effectively implemented, teachers need to review the work they have planned and the learning that has taken place. The following list of questions will be useful in evaluating the success of this policy:

- How did the children respond?
- Did the children have opportunities to be involved in discussions?
- Is there evidence in the pupil's discussions or in their recording that they have understood the teaching that has been covered?

These observations will not be recorded when discussed amongst the teaching staff.

11. Review

The staff and curriculum governors will review this policy in accordance with our monitoring schedule. Any requested amendments will be presented to the fully Governing Body for discussion and approval.