

Sex Education Policy



George Eliot
Primary School

Revised:	<u>October 2014</u>
Ratified by Governing Body:	<u>1 December 2014</u>
Signed:	<u>Chair of Governors</u>
Review:	<u>October 2017</u>

Sex Education Policy

The Four Key Strands

- a) Commitment, promise, trust and security;
- b) Friendship, Companionship, Nurture and Comfort;
- c) Children;
- d) Sex and Physical Relationships.

Organisation

The four strands are broken down into:

- Foundation Stage;
- Key Stage 1;
- Key Stage 2.

Introduction

The Sex Education policy was originally drawn up by a working party consisting of Headteacher, Deputy Headteacher, staff and governors. All materials used in the teaching of sex education at George Eliot Primary School are approved by the working party.

Each year parents/carers of children in Year 6 will be invited to view all materials before they are delivered to the children as part of the PSHE (Personal, Social and Health Education) curriculum.

School Background Information

George Eliot Primary School is a two-form entry community school serving an ethnically diverse population within the borough of Westminster.

The average number of students on roll is 400+

A significantly high number of children are in receipt of free school meals.

What is Sex and relationship Education?

The Department for Education guidance states that sex education is 'the lifelong learning about physical, moral and emotional development'. It is about the understanding of 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. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

It has three main elements:

Attitudes and values

- Learning the importance of values and individual conscience and moral considerations;
- Learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- Learning the value of respect, love and care;
- Exploring, considering and understanding moral dilemmas;
- Developing critical thinking as part of decision making.

Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively;
- Developing self – respect and empathy for others;
- Learning to make choices based on an understanding of difference and with an absence of prejudice;
- Developing an appreciation of the consequences of choices made;
- Managing conflict;
- Learning how to recognise and avoid exploitation and abuse.

Knowledge and understanding

- Learning and understanding physical development at appropriate stages;
- Understanding human sexuality, reproduction, sexual health, emotions and relationships.

Policy Formation and Consultation Process

This initial policy formation involved a working party of governors, responsible for deciding what should be included in the policy and for writing the draft policy itself. The members of the working party were aware of the need for consultation and wider discussion of the policy. To achieve this, the following people were offered the opportunity to view the draft policy; their comments were noted and acted upon as appropriate when writing the final policy:

- Parents/carers directly involved in the formation of the policy;
- The full governing body;
- Any interested parent/carer;
- The teaching staff.

The Four Key Strands

Commitment, promise, trust and security

At George Eliot Primary School our children are caring and considerate. They value the opinions and beliefs of others and our school ethos encourages this. Mutual respect and trust is central to all relationships within our school.

Key curriculum issues

- Commitment and promises– responsibilities and rights within groups to which they belong, e.g. teams, group activities, friendship groups;
- Ceremonies/commitment – understanding the importance and implications of commitment in baptisms, coming of age ceremonies and weddings, and meaning of symbols;
- Marriage – Christian and all other faiths;
- Beliefs and practices that emphasise the importance of support and witness to friends and community;
- How it should be cared for along with its people. The miracles of reproduction and multiplication;
- Faith leaders – the teachings of religious leaders on relationships, justice, forgiveness and fulfilment;
- Belonging/not belonging – choosing allegiances, making friends, what happens when things go wrong, reconciliation;
- Care and respect for living things – plants, animals, siblings and friends;
- My senses – listening to each other, exploration of touch;
- Belonging – understanding their importance and the importance of others to the groups to which they belong – particularly families;
- Special people – recognise and respond appropriately to people who help them in their lives;
- Citizenship (Right Respecting School) – relationships, charity work, disability awareness, local communities;

- Our living world – care and respect for living things, particularly vulnerable or younger children;
- Practical experiences of supporting and playing with younger pupils – developing resources and play activities.

Indicative vocabulary

Persistence, endurance, assertiveness, passivity, aggression, despondency, hope, faithfulness, fidelity, respect, equality.

Forgiveness, companion, neighbour, compromise, joy, allegiances, comfort, discomfort, appropriate behaviour, rights, responsibilities, loneliness, hurt, generosity, sincerity, dependability, humour, loyalty and honesty.

Care, nurture, safety, role models, guidance, sympathy, generosity, loyalty, consideration, good manners.

Friendship, Companionship, Nurture and Comfort

At George Eliot Primary School there is an atmosphere where feelings and good and bad experiences are shared and taken seriously. Values such as forgiveness and love are discussed and lived out. Community activities and group activities are pleasurable and rewarding and participants of all ages enjoy each other's company.

Children

At George Eliot Primary School we encourage our older children to help with the learning and play of the younger pupils through our playground-friends scheme. The School Council also fosters mixed ages to be working actively together. At the same time we recognise and affirm the growth and development of pupils and recognise pupil identity and authenticity.

Sex and Physical relationships

At George Eliot Primary School we have clear policies on Equal Opportunities and Anti-Bullying which are adhered to by all adults in the school community. Good role models are provided for pupils of respectful, sensitive relationships between adults and the same approach is nurtured amongst pupils. Clear guidance is provided on child protection issues.

Sex Education (Year 6)

- Changes at puberty, Physical, emotional, awareness of the possibility of pregnancy and paternity;
- Adulthood: what is "grown up?" Changing relationships;
- Moral issues and core values;
- Sex in loving marriage relationships;
- Sexually transmitted diseases.

Indicative Language

Vocabulary of sexuality, abuse, honesty, dignity, self-control, self-discipline, self-respect, consent and coercion.

Right of Withdrawal

Parents/carers do not have the right to withdraw their child from the Sex Relations Education (SRE) element of the National Science curriculum. Reproduction is often taught as part of the science curriculum. Further information on sex and relationships, skills development and values clarification are provided within PSHE. Parents/carers do have the right to withdraw their child from SRE provided within PSHE.

If, after examining all the materials and lesson contents, you decide to withdraw your child from the SRE element of teaching (Year 6) then you must notify the Headteacher in writing. You will also be asked to discuss the matter further with the Headteacher and staff involved in the delivery of Sex and Relationship Education.

Child Protection Procedures

It is possible that the discussion of matters relating to sex education can lead to disclosure of abuse or can raise issues, which cause concern for the teacher. If this occurs the teacher should first discuss their concerns with the Headteacher or Deputy Headteacher. We then follow the schools Child Protection Procedures.

Confidentiality

Whilst the children should feel secure and confident in these sessions issues may arise which need to be discussed with parents/carers and other professionals. Therefore a child cannot and should not be assured of complete confidentiality. No child's comments, confidences or questions should be discussed with anyone not professionally involved with the child.