

# ALTRINCHAM CE AIDED PRIMARY SCHOOL

## SEX EDUCATION POLICY

### MISSION STATEMENT

*To work in partnership with parents and the churches to nurture children in the Christian faith and to provide them with best possible educational opportunities.*

### AIMS

**Sex and Relationship Policy will**

- Support the school's mission statement and aims.
- Support the special educational needs policy
- Provide equality of access and opportunity for all pupils irrespective of gender.
- Support the school's spiritual, moral and cultural education statement.
- Use opportunities to include the Christian dimension to understanding, values and attitudes.

### and help pupils to

- Develop self-esteem, greater autonomy and feelings of personal worth.
- Be enabled to make informed choices and decisions in matters relating to health and family life.
- Lead effective and contented lives whilst considering the needs of others.
- Develop communication and inter personal skills.
- Develop skills which enable them to enhance and promote family, school, church and community life.

### OBJECTIVES

The objective of this sex and relationship policy is to help and support all pupils through their physical, emotional and moral development. This policy is embedded in the school PSHE/ SMSS policies will help pupils to learn to respect themselves and others and grow in confidence.

The school PSHE framework alongside 'The National Healthy School' Policy provides a supportive framework for delivering the sex education policy. Sex education contributes to promoting the spiritual, cultural, mental and physical development of pupils at school and of society and preparing pupils for the opportunities, responsibilities and experiences of life.

This policy has been written following consultation with the school's governing body, teachers and parents.

### SEX EDUCATION

#### **The definition of sex education;**

It is lifelong learning about physical, moral and emotional development. All pupils experience the importance of family life, love, respect, and care.

It has three main elements:

#### **attitudes and values**

- learning the importance of Christian 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; and 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; and 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;

### **Teaching**

Sex Education is delivered at Key Stages 1 and 2 in line with the National Curriculum guidance, planning and curriculum review procedures.

- Sex education is included throughout the school as an aspect of the school's Health Education programme. Issues are addressed sensitively from a Christian viewpoint and emphasise the sanctity of human life.
- Those aspects of human development that are included in the Science National Curriculum are dealt with at the appropriate level. The correct biological names for body parts are used throughout the school. At Key Stage 2 aspects of the sex education curriculum are supported by the school nurse.
- Parents are encouraged to share in this important aspect of their child's education.
- Parents may withdraw their child from Sex Education and should approach the Head Teacher in the first instance regarding this matter.
- The sex and relationship education is achieved through a whole-school approach, which ensures that the school's policy is appropriately set for the age and maturity of the pupils.

This includes:

- involving parents and carers;
  - giving staff appropriate training and support; and
  - ensuring that pupils' views are listened to (School Council)
- The school sex and relationship education programme is tailored to the age and the physical and emotional maturity of the children as set out in Key Stages 1 and 2 of the National Science Curriculum.
  - All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes. At Key Stage 1 and in the early years classes, education about relationships focuses on friendship, bullying and the building of self-esteem.

### **Planning**

Meeting these objectives will require a graduated, age-appropriate programme of sex and relationship education.

Teaching methods will take account of the developmental differences of children and the potential for discussion on a one to-one basis or in small groups. Class plans shall identify the needs of the pupils in establishing what is appropriate and inappropriate in a whole-class setting. Teachers may require support and training in answering questions that are better not dealt with in front of a whole class.

It is important that the transition year before moving to secondary schools supports pupils' on-going emotional and physical development effectively. Parents are consulted about the school's overall policy.

### **SEN / Ethnic groups / Inclusion**

- Communities may rely on school as their main, and sometimes only, source of sex education. It is therefore important for this policy to be both culturally appropriate and inclusive of all children. We shall endeavour to consult parents and pupils both on what is included, and on how it is delivered. For some children it is not culturally appropriate to address particular issues in a mixed group. Consulting pupils and their families will help to establish what is appropriate and acceptable for them.
- Children with special educational needs and learning difficulties are included in sex and relationship education. Sex and relationship education shall help all pupils to understand their physical and emotional development and enable them to make positive decisions in their lives.
- Some parents and carers of children with special educational needs may find it difficult to accept their children's developing sexuality. Some pupils will be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These children will need help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable.
- Schools should ensure that students with special needs in mainstream schools receive sex and relationship education. Teachers will plan work in different ways in order to meet the individual needs of children with special educational needs or learning difficulties.
- All staff including ancillary staff, physiotherapists, nurses and carers as well as teachers shall follow the school's sex and relationship education policy when working with pupils with special educational needs and learning difficulties.

## **MONITORING AND REVIEW**

The coordinator responsible for cross curricular issues will review developments in school regarding Sex Education, Citizenship and PSHE as part of the school's improvement plan procedures when all staff will determine priorities. Changes to this policy will comply with the school's general curriculum statement and curriculum development policy.

## **I.N.S.E.T.**

Opportunities for professional development in these areas will be undertaken when relevant courses arise in line with the school Improvement Plan. It is likely that different teachers will attend a variety of courses and it will be their responsibility to disseminate the appropriate information to other staff.

**School Governors' Equality Statement:**

**Race, disability, gender, religious beliefs and sexual orientation equality are included as an explicit aim in all of the School's policies and key documents.**

**EQUAL OPPORTUNITIES/ INCLUSION**

The School Mission Statement requires the School to examine the values transmitted, either intentionally or unintentionally, to pupils and to ensure that the curriculum, organisation, ethos and attitudes provide all pupils with equal opportunity for educational achievement. The Governing Body will therefore seek to ensure that all pupils in the school have equal access to a broad and balanced curriculum and that the specific needs of pupils are met to ensure equality of access.

The practices and procedures followed are as outlined in the school policies on Equal Opportunities and School Inclusion. This includes planning to meet the needs of both boys and girls, children with special educational needs (SEN), children who are more able, children with disabilities, children from all social, cultural and religious backgrounds, children of different ethnic groups including, and children from diverse linguistic backgrounds.

The school strives to provide a safe environment, free from harassment and discrimination, in which children's contributions are valued and where racial, religious, disability and gender stereotypes are challenged.

Policy agreed.....date

Signature of Head teacher.....

Signature of Chair of School Governors.....