



Sheep Dip Lane
PRIMARY SCHOOL

Sex Education Policy

Summer 2013

Policy ratified on:	Sept 2013		
Date for review:	July 2014		
Signed Vice Chair of Governors	D Wright		
Signed Head Teacher	F Parish		

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Sheep Dip Lane Primary School: Sex Education Policy Reviewed: July 2013

POLICY STATEMENT FOR SEX AND RELATIONSHIPS EDUCATION IN THE CURRICULUM

Written MARCH 2010
Updated September 2012
Reviewed July 2013

Rationale

Sex and Relationships Education (SRE) will be delivered in line with the National Curriculum for Science, informed by the QCA National framework document for PSHE and Citizenship at Key Stages 1 and 2. DFES sex and relationship guidance and Doncaster Healthy Schools Programme Guidance. SRE will be taught from Year 1 to Year 6 with due regard to moral and legal considerations and within the explicit values of family life and supportive relationships.

The DFES definition of SFE is that it is a lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage, family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.

Aims

SRE will be delivered within our PSHE and Citizenship programme in line with the statutory requirements of the National Curriculum for Science and informed by the DFES SRE guidance. SRE will:

- Develop confidence in talking, listening and thinking about feelings and relationships
- Develop self-esteem and a sense of responsibility to oneself and others
- Emphasise the role and value of family life and friends
- Enable children to name parts of the body and describe how their bodies work
- Help to prepare children for the physical and emotional changes of puberty
- Enable children to ask for help and support

SRE will:

- Provide information which is easy to understand and relevant and appropriate to the age and maturity of the children
- Include the development of communication and social skills
- Encourage the exploration and clarification of values and development of positive attitudes
- Support the national Curriculum Science requirements at Key Stages 1 and 2. these areas are compulsory
- Support the non-statutory PSHE and Citizenship Framework

Learning Outcomes

Opportunities are provided for pupils to access evidence, make decisions, negotiate, listen, solve problems and work independently or as part of a group. Teaching methods include games, simulations, case studies, role play, problem solving exercises, questionnaires and open ended questions. Through these activities, children will receive comprehensive SRE programme.

Please see attached appendix 1 and overview of SRE provision from Year 1 to Year 6 which shows the learning outcomes for SRE for each Key Stage and more specifically the lesson objectives for one to six.

Equal Opportunities

It is vital that both girls and boys receive a well balanced SRE programme which fosters an understanding of relationship issues, the difference and similarities between males and females and of the changes that occur in both sexes at the onset of puberty, consequently SRE is delivered to mixed gender classes. However for some issues such as menstruation, children may initially be taught in single sex groups.

Partnership with Parents & Carers

The school enjoys close co-operation with parents & carers. It is our intention that SRE will be complimentary to, and supportive of, the role of parents & carers. Parents & carers are informed of the nature of the SRE that their child will receive and an 'open door' policy is operated at all times by which parents & carers are invited to discuss matters concerning their child and his/her education.

Parents & carers have the right to withdraw their children from all or part of SRE provided at school except for those parts included in the National Curriculum.

Issues Arising from the Delivery of SRE

- **Answering difficult questions**
Teachers are advised to set clear parameters of what is appropriate and inappropriate in a whole class setting. In the event of a child asking an unexpected question or one that is deemed inappropriate staff have the right to refuse to answer the question within the lesson. Staff may wish to offer guidance outside of the lesson as to how this question can be addressed. There may also be child protection issues. Members of staff should ensure that when responding to questions they use facts and not personal opinions.
- **Confidentiality**
Members of staff cannot offer or guarantee absolute confidentiality. A child's confidentiality will be maintained by the teacher or member of staff concerned unless the person believes that the child is at risk or in danger. In this instance the member of staff is to talk to the Headteacher before any decision is made. The child will be informed that confidentiality is being breached and the reasons why. The child will be supported by the teacher throughout the process.
- **Child Protection**
The school has a child protection policy and procedure which is available on request. On the occasion of a teacher being approached by a child who is sexually active or considering sexual activity, they should consider this as a child protection issue and follow the procedures outlined in the child protection policy.

Involvement of other Adults in the Classroom

Our school fosters close links with the local community and we have a Children's Centre on site. Within this context it may be relevant on occasion, to invite other adults to participate in the SRE programme, e.g. a pregnant mother, the school nurse. Whenever such occasions occur the teacher will ensure they are present at all times and will ensure that the adult concerned delivers appropriate information. Guidance for working with outside visitors and agencies will be taken from Doncaster Healthy Schools handbook for working with external agencies.

Assessment and reporting

Assessment is informal and ongoing and judgements can be made by teachers on the knowledge and understanding that the children have gained through their oral and written responses.

Reflection time at the end of a lesson also allows children to consolidate their understanding and beliefs. Teachers can further the child's progress by asking them what else they think they need to learn, an anonymous questions box may well encourage children to explore other issues that they need discussing.

Resources

- Channel 4 Living and Growing units – 3 x DVD's and accompanying learning material and before and after viewing activities
- Human expertise and knowledge are as important as quality written and visual resources. As such there is a commitment to ensure in-service training for those involved in the delivery of SRE.

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Sex Education Policy Summary for Parents & Carers

Agreed by the Governing Body - Spring Term 1997. Updated with input from School Nurse Summer 2000, 2003, 2005, 2008, 2011.

Sex education is not taught as a formal subject within school.

However, all questions asked by the children about sex education matters are dealt with frankly and honestly as and when they arise.

Children in Years 5 and 6 study aspects of the body as part of the Science Curriculum.

In Year 6 a structured programme of support is delivered in 5 units these units deal with following issues: maturation, bodily changes, health and hygiene, menstruation etc.

- * Year 6 children are given a talk and video entitled 'Some of our bits ain't nice'.
- * Year 6 children meet with school nurse on a 1 : 1 basis to discuss personal issues related to their sexuality.

Puberty talks are given to children in our older Key Stage 2 by school nurses, the Headteacher and the Learning Mentor.

At every stage the school nurse is actively involved in talking to the children about health related matters. These talks are appropriate to the age and understanding of our children.

Parents are welcome to discuss any matters related to our policy and are invited to attend meetings, where advertised, with their children or to make an individual appointment with the school nurse as and when appropriate.