

SEX AND RELATIONSHIP EDUCATION POLICY



Date Policy Approved by the FGB	Sept 2018
Date of Next Review	Sept 2019
Name of Headteacher	Mrs Lesley Spicer

1. Introduction

This policy is a statement of the aims and strategies for the teaching and learning of Sex Education at Peel Common Nursery and Infant School. It was reviewed by the Governors in consultation with the Headteacher, staff and parents and approved by the Full Governing Body. All parents/carers receive a copy.

2. Philosophy and Rationale

Our policy is based on a desire to increase children's understanding of themselves as human beings, to overcome ignorance and avoid exploitation.

3. Aims

- To promote self esteem and reduce children's anxieties
- To help children keep themselves safe and well
- To promote the ability to make informed decisions about undesirable approaches
- To facilitate communication on sexual matters in response to children's questions
- To develop knowledge and skills for future parents and child carers

4. Partnership with Parent/Carers

We believe that parents are vitally important as they are the key people in:-

- Teaching their children about sex and relationships
- Maintaining the culture and ethos of the family
- Helping their children cope with the emotional and physical aspects of growing up
- Preparing children for the challenges and responsibilities that sexual maturity will bring

The teaching offered by this school is intended to complement and support the role of parents.

5. Parents Rights

A parent wishing to exercise their right to withdraw their child from the school's programme of sex education is requested first to discuss their concerns with the Headteacher. A request to withdraw a child must be confirmed in writing and would remain effective throughout the child's time at this school unless it is revoked by the parent.

6. Programme of Study

Sex education is an integral part of the Personal Social and Health Education programme and the Science curriculum:

6.1 Sex Education

- Know that animals, including humans, reproduce and have offspring which grow into adults of the same species as the adult
- Know that humans develop at different rates and know that human babies have special needs
- Understand the concept of male and female
- Know the importance of listening to one another, discussing and sharing ideas
- Know about personal safety. For example, know that individuals have rights over their own bodies and that there are differences between good and bad touches; beginning to develop simple skills and practices that will help maintain personal safety

6.2 Family Life Education

- Know that there are different types of family and be able to describe the roles of individuals within the family
- Know about rituals associated with birth, marriage and death and be able to talk about the emotions involved
- Understand the idea of growing from young to old

6.3 Psychological Aspects of Health Education

- Understand the importance of valuing oneself and others
- Begin to recognise the range of human emotions and be able to deal with these

7. Strategy for Responding to “Sensitive Questions”

When an individual pupil approaches a member of staff with a “sensitive question” it is dealt with sensitively. The teacher will try to gain a clearer picture of what is puzzling the child, and why, so they can respond appropriately. The school has books to offer a child, either to browse through or to share, to resolve questions such as “where do babies come from”.