



LEE Hurst Swan

SEX EDUCATION POLICY

Applies to the whole school including EYFS

Reviewed by the Headmaster September 2017

THIS POLICY IS PUBLISHED ON THE SCHOOL WEBSITE FOR PARENTS

1. Introduction

The school's sex education policy is based on the DFE guidance document Sex and Relationship Education Guidance (ref DfES 0116/2000) and with regard to the Disability and Equality act 2010. In this document, sex education is defined as 'learning about physical, moral and emotional development. It is about understanding 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'. Sex education is part of the personal, social and health education curriculum. While sex education is used to inform children about sexual issues, it is done with regard to matters of morality and individual responsibility, in accordance with the School's aims and mission statement, and in a way that allows children to ask and explore moral questions. Sex education is not used as a means of promoting any form of sexual orientation but is a means of educating tolerance to others of different sexual orientations.

There is no curriculum requirement to teach about marriage but when we do so, we will ensure that what we teach accords with the Independent School Standards. A balanced curriculum is one that, amongst other things, reflects the nature of the world we live in. If marriage is to be discussed in lessons, teachers must reflect the fact that marriage for same sex couples is part of the law of this country, but there is no requirement on them to endorse it. There is nothing in the Equal Marriage Act that inhibits the rights of teachers or schools to express religious or philosophical views about marriage in lessons. Article 9 of the European Convention on Human Rights guarantees freedom of thought, conscience and religion, and religion or belief is a protected characteristic under the Equality Act 2010. However, teachers must ensure their conduct recognises their responsibilities under those duties to others. Teachers are expected to respect the rights of others and to respect those with different beliefs; expressing a view in an unprofessional way that involved singling out pupils on grounds of sexuality, or presenting extreme views without balance on a topic such as marriage for same sex couples, would be considered inappropriate.

2. Aims and objectives

Key Stage 1 and Key Stage 2

The children are taught:

- about the physical development of their bodies as they grow into adults;
- correct anatomical names for the sex organs
- respect for their own bodies
- the importance of family life;
- moral questions;
- relationship issues;
- respect for the views of other people;
- what they should do if they are worried about any sexual matters.

Key Stage 3 and Key Stage 4

The school:

- teaches about relationships, love and care and the responsibilities of parenthood as well as sex
- teaches about building self-esteem
- focuses equally on boys and girls
- teaches the taking on of responsibility and the consequences of one's actions in relation to sexual activity and parenthood

- provides young people with information about different types of contraception, safe sex and how they can access local sources for further advice and treatment
- gives a clear understanding of the arguments for delaying sexual activity and resisting pressure
- links sex and relationship education with issues of peer pressure and other risk taking behaviour, such as drugs, smoking and alcohol
- ensures that young people understand how the law applies to sexual relationships

3. Context

Sex education is taught in the context of the school's aims, values and ethos. While sex education means that children are given information about sexual behaviour, it is done with an awareness of the moral code and values which underpin all our work in school. In particular, sex education is taught in the belief that:

- sex education should be taught in the context of marriage and family life;
- sex education is part of a wider social, personal, spiritual and moral education process;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect;
- children need to learn the importance of self-control
- children should be taught to be tolerant of all persons of minority sexual orientations and not use homophobic language or behaviour.

4. Organisation

Sex education is taught through different aspects of the curriculum. The main sex education teaching is part of the personal, social and health education (PSHCE) curriculum, but some sex education is taught through other subject areas (for example, Science and PE), where it is felt that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

During PSHCE sessions in the Prep department (Key Stages 1 and 2) the school ensures that all children:

- develop confidence in talking, listening and thinking about feelings and relationships
- are able to name parts of the body and describe how their bodies work
- can protect themselves and ask for help and support
- are prepared for puberty

In Science lessons at Key Stage 1 pupils are taught:

- that animals including humans, move, feed, grow, use their senses and reproduce
- to recognise and compare the main external parts of the bodies of humans
- that humans and animals can produce offspring and these grow into adults
- to recognise similarities and differences between themselves and others and treat others with sensitivity

In Science lessons at Key Stage 2 pupils are taught:

- that the life processes common to humans and other animals include nutrition, growth and reproduction
- about the main stages of the human life cycle

In PE lessons in KS2 and above pupils are taught about:

- the importance of personal hygiene
- wearing protective clothing (boys: boxes, girls: sports bras)
- the effects of hormones/menstrual cycles on performance/physical changes.

During PSHCE sessions in the Senior School (Key Stages 3 and 4) sex and relationship education prepares the pupils for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour
- be aware of their sexuality and understand human sexuality

- understand the arguments for delaying sexual activity
- understand the term ‘protected sex’
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships
- have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationships they want
- communicate effectively
- have sufficient information and skills to protect themselves and, where they have one, their partner from unintended/unwanted conceptions, and sexually transmitted infections including HIV
- avoid being exploited or exploiting others
- avoid being pressured into unwanted or unprotected sex
- access confidential sexual health advice, support and, if necessary, treatment
- know how the law applies to sexual relationships

In Science lessons at Key Stage 3 the pupils are taught:

- that fertilisation in humans is the fusion of a male and a female cell
- about the physical and emotional changes that take place during adolescence
- about the human reproductive system, including the menstrual cycle and fertilisation
- how the foetus develops in the uterus
- how the growth and reproduction of bacteria and the replication of viruses can affect health

In Science lessons at Key Stage 4 the pupils are taught:

- the way in which hormonal control occurs, including the effects of sex hormones
- some medical uses of hormones, including the control and promotion of fertility
- the defence mechanisms of the body
- how sex is determined in humans

5. The role of parents

The school is well aware that the primary role in children’s sex education lies with parents and guardians and we wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation.

Parents have the right to withdraw their child from all or part of the PSHCE sex education programme that we teach in our school. If parents wish their child to be withdrawn from sex education lessons, they should discuss this with the Headmaster, and make it clear in which aspects of the programme they do not wish their child to participate. The school always complies with the wishes of parents in this regard. Parents with children in KS2 are informed before sensitive issues are discussed.

6. The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to sex and relationship education. In particular, members of the Local Health Authority give us valuable support with our sex education programme.

7. Confidentiality

Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in inappropriate sexual activity, then the teacher must take the matter seriously and inform the Child Protection Officer. Teachers will respond in a similar way if a child indicates that he or she may have been a victim of abuse. The teacher will draw their concerns to the attention of the designated person for Child Protection or the Headmaster. The Headmaster will then deal with the matter in consultation with health care professionals.

8 The role of the Headmaster

It is the responsibility of the Headmaster to ensure that both staff and parents are informed about the sex education policy, and that the policy is implemented effectively. It is also the Headmaster's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The Headmaster liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

This policy is subject to annual review according to a timetabled programme.