



Nettlebed Community School
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Headteacher: Mrs Bethany Greenwood

Sex & Relationships Education Policy

STATUS:			
RECOMMENDED		STATUTORY	✓
REVIEW FREQUENCY	2 years		
DATE OF POLICY	March 2019		
DATE OF LAST REVIEW	June 2016		
REVIEW DUE	March 2021		
COMMITTEE	Resources Committee		
Signed: Chair of Governors			
Date:			



1 Introduction

- 1.1 The National Curriculum 2014 states that all schools “should make provision for personal, social, health and economic education”; however, sex and relationship education is not compulsory in key stages 1 and 2.
- 1.2 We have based our school’s sex education policy on the DfEE guidance document Sex and Relationship Education Guidance (ref DfEE 0116/2000). In this document, sex education is defined as ‘learning about physical, moral and emotional development. It is about understanding the importance of family life, stable and loving relationships, including LGBT relationships, marriage, 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 in our school. While we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation.

2 Aims and objectives

- 2.1 We teach children about:
- the physical development of their bodies as they grow into adults;
 - the way humans reproduce;
 - respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship; including LGBT relationships.
 - 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.
 - all the above in the context of heterosexual and LGBT relationships.

3 Context

- 3.1 We teach sex education in the context of the school’s aims and values framework (See Curriculum Policy values statement.) While sex education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all our work in school. In particular, we teach sex education in the belief that:
- sex education should be taught in the context of stable and loving relationships;
 - 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;



4 Organisation

- 4.1** We teach sex education through different aspects of the curriculum. While we carry out the main sex education teaching in our Personal, Social, Health and Citizenship Education (PSHCE) curriculum, we also teach some sex education through other subject areas (for example, science and PE). This contributes significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.
- 4.2** In PSHCE we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty. For example, we tell the boys that their voices will change during puberty and we explain to the girls about menstruation. We encourage the children to ask for help if they need it.
- 4.3** In science lessons we follow the guidance material in the national scheme of work for science. In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.
- 4.4** In Key Stage 2, we place a particular emphasis on health education, as some children experience puberty during this stage. We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are made, how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.
- 4.5** Within the context developed above, there are no specific issues which will be avoided if they arise during discussion. All issues raised will be dealt with in an honest and appropriate way. Children are exposed to and become aware of many aspects of sex and relationships through the media and it is important that they do not suffer from misunderstandings or prejudices. When issues arise such as homosexuality, contraception, HIV/AIDS and abortion, sensitivity will be exercised to give honest and clear answers to questions without personalising information or leading children into areas which are outside their experience and/or understanding.
- 4.6** Where appropriate, we arrange a meeting for all parents and carers of children in Key Stage 2 to discuss particular programmes of lessons, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching.

5 The role of parents

- 5.1** The school is well aware that a primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents



of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school's sex education policy and practice;
- answer any questions that parents may have about the sex education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;
- inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

5.2 Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

6 The role of other members of the community

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

7 Confidentiality

7.1 Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved in sexual activity or appears to be vulnerable to a sexual approach, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of sexual abuse. If the teacher has concerns, they will draw them to the attention of the headteacher and the Child Protection designated teacher. The headteacher will then deal with the matter in consultation with the Child Protection Team. (See also Child Protection Policy.)

8 The role of the headteacher

8.1 It is the responsibility of the headteacher to ensure that both staff and parents are informed about our sex education policy, and that the policy is implemented effectively. It is also the headteacher'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.

8.2 The headteacher 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. The school regularly work with school nursing team on these issues.



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- 8.3** The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

9 Monitoring and review

- 9.1** The Curriculum Committee of the governing body monitors our sex education policy in accordance with the Policy Review Schedule. This committee reports its findings and recommendations to the full governing body, as necessary. The Curriculum Committee gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments. Governors require the headteacher to keep a written record, giving details of the content and delivery of the sex education programme that we teach in our school.