

<b>Name of Policy:</b> Sex Education and Relationships	<b>Version/Last Review Date:</b> Oct 2018 (V5)
<b>Change Log after Review</b>	Change to page 2, 5
<b>Statutory documents linked to policy:</b>  Sex and Relationship Education Guidance (ref: DfE 0116/2000 Equality Act	<b>Previous review date:</b> May 2013 (V1) May 2015 (V2) Nov 2016 (V3) Nov 2017 (V4)
<b>Other Policies linked to this policy:</b> Personal, Social & Health Education Science Policy Child Protection Policy	<b>Next Review Date:</b> Oct 2019 (V6)
<b>Governor Committee Responsible</b>	Full Governing Body

WNA Vision: All children will achieve their full potential, with holistic support, whilst enjoying and driving their own learning, gaining self-respect, self-esteem and self-belief. Our classroom extends to rich, exciting environments within the forest, the beach, the city and the community as a whole.

## Sex Education Policy

### Introduction

We have based WNA'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 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 in our school reflecting our overall ethos. 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.

**West Newcastle Academy will not tolerate racist, disability, homophobic or transgender abuse or bullying. This will be reported to the local Safeguarding Service.**

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

### Aims and Objectives

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
- The importance of family life
- Moral questions
- Relationship issues

- Respect for the views of other people
- Sex abuse and what they should do if they are worried about any sexual matters
- Who to talk to for help
- Develop skills – language, decision making, choice, assertiveness

### **Context**

We teach sex education in the context of the school's key principles contained in our PSHE (Personal, Social & Health Education) Policy, whilst encouraging an exploration of morals, values and attitudes. In particular, we teach sex education in the belief that:

- Sex education should be taught in the context of loving 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.

### **Provision**

All children receive appropriate education on growth and reproduction from their class teacher. It is a natural and normal part of the WNA's on-going cross curricular work and when different modules are studied, several strands will merge and overlap – science, health, citizenship, social education and RE.

In EYFS and Key Stage 1 we teach children about how animals move, feed, grow and reproduce, and we also teach them about the main parts of the human 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.

In Years 5 and 6 we place a particular emphasis on health education, as many children experience puberty at this age. Teachers do their best to answer all questions with sensitivity and care.

In Year 5 a specific block of work on sex education is taught in the summer term. By the end of this we ensure that both boys and girls know how babies are born, how their bodies change during

puberty, what menstruation is, and how it affects women. Separate sessions will be lead for boys and girls by the School Nurse. We always teach this with due regard for the emotional development of the children. Unplanned issues such as homosexuality, masturbation, contraception, and sexually transmitted diseases will not be covered but individual questions may be answered. We give all parents and carers of children in Year 5 an opportunity to view the materials the school uses in its teaching.

### **Working with Parents**

We are committed to working in partnership with parents. Parents with any concerns are always welcome to discuss them with the headteacher or with the child's classteacher. The school is well aware that the 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.

Parents across school are invited to attend a viewing of the materials used to cover sex education at our school, and are given the opportunity to ask any questions. The sex education policy is available for parents to view on WNA's website.

Parents have the right to withdraw their child from all or part of the sex education programme. 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.

### **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 health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex education programme.**

### **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 sexual activity, 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 abuse.

In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the headteacher. The headteacher will then deal with the matter in consultation with health care professionals. (See also Child Protection Policy.)

### **The Role of the Headteacher**

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 responsibility of the headteacher to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

### **Monitoring and Review**

The Curriculum and Research Committee of the governing body monitors our sex education policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary. The Curriculum and Research 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.

	<b>Sex and Relationship Objectives</b>
<b>Reception</b>	To learn about special people, friends and friendships in their lives. To start to understand how to recognise and react to different feelings and knowing how to keep safe.
<b>Year 1</b>	To explore growing and changing in animals, plants and people and understand that growing and changing is a natural part of living. To understand how to keep personal hygiene e.g. washing hands, keeping clean.
<b>Key Vocab</b>	Growing, changing. Male, Female, Boy, Girl, Names for animal young.
<b>Year 2</b>	To continue to explore growing and changing, naming main body parts To understand how to keep personal hygiene e.g. keeping clean, washing hands.
<b>Key Vocab</b>	Feet, Fingers, Hands, Vagina, Mouth, Thumb, Penis, Eyes, Tummy, Legs, Arms, Knees.
<b>Year 3</b>	To continue to explore growing and changing, understanding differences between males and females and how they change as they get older.
<b>Key Vocab</b>	Changing as you get older, Clitoris, Ovaries, Womb, Period (getting ready for a baby), Penis, Vagina, Pubic hair, Feelings.
<b>Year 4</b>	To understand the life processes common to humans and other animals including growth and reproduction. The main stages of the human life cycle (stages of pregnancy).
<b>Key Vocab</b>	Reproduction and Life cycle. Vagina, Breasts, Womb, Foetus, Hospital, Pregnant, Egg, Sperm, Testicle, Scrotum, Puberty, Menstruation, Sexual Relationship.
<b>Year 5</b>	To understand how the body changes through puberty and the differences in the reproductive systems between boys and girls including personal hygiene. To explore emotional changes and how to manage feelings towards themselves, their families and others in a positive way. To know the process of conception and birth empathising the importance of a loving and stable relationship and self-respect. To learn and understand that although people's bodies may be ready to have / make babies they as people are not ready in many other ways (emotionally, financially and educationally ready) for a long time.
<b>Key Vocab</b>	Puberty, difference in boys & girls, Crush, Sexual Attraction, Girlfriend, Boyfriend, Hormone, Menstruation, Period, Puberty.

<b>Year 6</b>	<p>To understand how the body changes through puberty and the differences in the reproductive systems between boys and girls including personal hygiene.</p> <p>To explore emotional changes and how to manage feelings towards themselves, their families and others in a positive way. To revisit the process of conception and birth empathising the importance of a loving and stable relationship and self-respect. To learn and understand that although people's bodies may be ready to have / make babies they as people are not ready in many other ways (emotionally, financially and educationally ready) for a long time.</p>
<b>Key Vocab</b>	Emotional changes, Caring, Conception, Egg, Fertilisation, Friend, Honesty, Love, Making love, Sexual Relationship, Sperm, Trust, Womb, Seimen.

- DVD and books from channel 4 Learning to inform these sessions.