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THE LOXFORD SCHOOL TRUST SEX AND RELATIONSHIP EDUCATION POLICY – PRIMARY PHASE

Approved by:	MR. D. LOW, CHAIR _____	Date: AUTUMN TERM 2020
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Introduction

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Loxford School we teach RSE as set out in this policy.

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. 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.

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

Context

We teach sex education in the context of the school's aims and values. 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 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

We teach sex education through different aspects of the curriculum. While we carry out the main sex education teaching in our personal, social and health education (PSCHE) curriculum, we also teach some sex education through other subject areas (for example science), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

In Personal, Social, Careers and Health Education (PSCHE) we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and how these work. We encourage the children to ask for help if they need it.

In science for 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 Years 5 and 6 we place a particular emphasis on health education, as many children experience puberty at this age. 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 their bodies change during puberty. Girls are also told what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children (as stated earlier in this policy) and we separate boys and girls placing male teachers with boys and female teachers with girls.

The role of parents

Parents and carers of children in Year 6 are invited to attend a yearly meeting in order to hear the content of the unit on relationships, sexual health and puberty before it is taught and to raise any questions. 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.

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

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 Mrs. A. Johnson, 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 following protocols laid down in the child protection policy. 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 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.