



# William Penn Sex Education Policy

## Introduction

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 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 Relationships 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, either actively or by omission.

## 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 those of others, 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;
- sexual 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 consensual sex within 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 and those of others;
- children should learn about their responsibilities to themselves and others, and be aware of the consequences of sexual activity; eg: unwanted pregnancy, sexually transmitted infections, and related emotional issues.
- it is important to build positive relationships with others, involving trust and respect;
- children should be made aware that they have the right and the power to consent or not to any form of sexual activity and that they should exercise this right.

## Organisation

We teach sex education through different aspects of the curriculum. While we carry out the main sex education teaching in our Relationships and Health Education (RHE) 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 RHE we teach children about relationships, and we encourage them to consider and discuss issues related to their personal development and future. We encourage them to think about their aspirations for their own lives both in the short and long term and how their decisions can affect this.

We teach about the parts of the body and how these work, and we explain to them what happens to their bodies during puberty. We encourage the children to ask questions either openly or in confidence.

In science lessons in both key stages, teachers inform children about puberty and how a baby is born. For this aspect of the school's teaching, 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.

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 all children know how babies are conceived and born, how their bodies change during puberty, what menstruation is, and how it affects women. In view of recent national statistics, they will consider how to avoid unwanted pregnancies and STIs. We always teach this with due regard for the emotional development of the children (as stated earlier in this policy).

We arrange a meeting for all parents and carers to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching.

### **The Role of Parents**

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;
- inform parents about the best practice known with regard to sex education. We believe that, through mutual exchange of knowledge and information, children will benefit from being given appropriate messages about their changing bodies and their increasing responsibilities.

Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school other than that which is a part of the National Curriculum for Science. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Headteacher, and make it clear in which aspects of the programme they do not wish their child to participate.

### **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 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.

The Headteacher liaises with teachers and 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 Headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

### **Monitoring and Review**

The Full Governing Body monitors our sex education policy. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. 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.

Signed:

Date: 15.1.24

Next Review: Spring 2025