



# Ysgol Iolo Morganwg

## Sex Education Policy

### 1. Introduction

- 1.1 We have based our 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 our personal and social education and health education curriculum and is taught directly in year 6. When using sex education as a way of offering children information on issues involving sex, we do so by also considering personal morals and responsibilities. In the lessons we give the children an opportunity to ask questions and consider the moral issues. We do not use sex education as a way of encouraging any type of sexual undertaking.

We receive the help of an Authority nurse to teach Sex Education and in order to ensure sensitivity with some subjects we will be holding discussions with the boys and girls separately. Every child's parent will receive a letter a week before the lessons and will be given the nurse's contact details if they have any specific questions.

on the session. Parents have the right to exclude children from sex education lessons in school. The teachers and the nurse will do their best to answer any questions sensitively and carefully.

## 2. Aims and objectives

### 2.1 As part of the education we deal with:

- the physical changes which occur as they grow into adults;
- the way in which people reproduce;
- respecting their own bodies and the importance of the fact that sexual intercourse should be considered as part of a long-term, strong and loving relationship;
- the importance of family life;
- ethical questions;
- issues regarding relationships;
- respect for the opinions of others;
- sexual abuse and what they should do if they are worried of sex-related issues.

## 3. Contents

3.1 Sex education happens in an aims framework context and the school's values. The school's sex education gives children information on sex-related issues, but the education is given in the framework of awareness of morals and values which are the basis of all the work within the school. In particular, we believe:

- That sex education should be taught in the context of marriage and family life;
- That sex education is part of wider development in social, personal, spiritual and moral terms;

- That children should learn to respect their own bodies;
- That children should learn what their responsibilities are to others, and become aware of the consequences of sexual activity;
- That it is important to develop good relations with others, including trust and respect;
- That children must learn the importance of self-control

## 4 Organisation

- 4.1 Sex education happens in many areas of the curriculum but mainly in the Science curriculum, as we believe that it can contribute extensively to the children's information and understanding of their bodies, and the way they change and develop.
- 4.2 We educate the children on relationships and encourage them to discuss issues which arise. They learn of parts of the bodies, and learn what will happen during adolescence. For example, we explain that boys' voices break, and explain periods. We encourage children to ask for help and advice if they wish.
- 4.3 In both key stage's science lessons, the teachers let the children know of adolescence and how a baby is born. For this aspect of the work we use material from the national science work scheme. In Key Stage 1, we deal with the way in which animals, including people, move, feed, grow and reproduce. We also teach them the main body parts. The children learn how to appreciate the differences between people and how to show respect towards others. In Key Stage 2 we teach life processes, and take a more detailed look of the human life cycle.

4.4 In Year 6 we pay special attention to health education, as many children mature to adolescence during this period. We contact the Local Education Authority for advice on the best materials to use in the lessons. We receive the aid of a nurse from the Authority to teach specific sessions on some subjects which are discussed with the boys and girls separately. The teachers and the nurse will do their best to answer any questions sensitively and carefully. By the end of key stage 2 we ensure that the boys and girls know how babies are born, how their bodies change during adolescence, what the period is and how it affects girls. We do this while considering the children's emotional development.

## 5. The role of parents

5.1 The school is aware that sex education is mainly the responsibility of parents and carers. We wish to build a positive relationship with the children's parents to support them with understanding, trust and cooperation.

In order to promote this intention we:

- Let the parents know our policy and sex education practice;
- Answer any questions which parents have with regard to their child's sex education;
- Seriously consider any issues raised by a parents with regard to the school's arrangements in sex education, and convey this to teachers or governors;
- Encourage parents to be proactive in revising the policy and creating changes if needed;

- Let the parents know what is good practice in sex education, so that the education which is given in the school corresponds to the education given at home. When exchanging such information we believe that children will benefit from consistency of information on their bodies and responsibilities.

5.2 If a parents wishes to exclude their child from the sex education lessons then they should discuss this with the headteacher, and explain what aspect of the lessons they are unwilling for the child to receive. The school always concedes to the parents' wishes.

## 6. The role of other members of the community

6.1 We encourage other members of the community to cooperate with us in providing advice and support for the children on health education. In particular members of the Local Health Community, for example the school nurse and other professionals in Health, will provide valuable support for us in our sex education programme.

## 7 Confidentiality

7.1 Sex education is taught by our teachers in a sensitive way and is confidential. But if one of the children says that they partake in, or are going to partake in, sexual activity then the teacher will treat the matter seriously in terms of child protection. Teachers will respond in kind if one of the children says they have been sexually abused. In such circumstances the teacher will speak with the child at once. The headteacher will then deal with the matter in connection with professional people in Health. (see also the Child Protection Policy)

## 8 Role of the Head

- 8.1 The headteacher is responsible for ensuring that teachers and parents receive information on the sex education policy, and ensure that the policy is implemented. The headteacher is responsible for ensuring that staff receive training, to enable them to educate successfully and discuss the subject in a sensitive manner.
- 8.2 The headteacher discusses the school's sex education programme with external agencies, and will ensure that adults who work with the children in this fields are aware of the school's policy and implement it.
- 8.3 The headteacher monitors the policy regularly and reports back to the governors, when required, on the effectiveness of the policy.

## 9. Monitoring and Review

- 9.1 The governing body's Curriculum committee monitor's the sex education programme annually. This committee reports back to the body if it needs to review the policy. The Curriculum Committee identified and carefully considers all parents' comments with regard to sex education. The governing body asks the headteacher to keep a written record, giving details of the content of sex education lessons and the teaching methods.

