



Bell Lane Academy

SEX EDUCATION POLICY

Updated November 2016
Review date November 2017

A curriculum for Sex Education should form part of, and be integrated with learning programmes associated with the Personal, Social and Health Education of the child. Some aspects are also covered by the National Curriculum for Science.

Within the academy we take the view that the early preparatory work for effective sex education is associated with the following learning outcomes to enable the pupils to:

- identify, practise and develop the skills of forming, maintaining and terminating productive relationships with others (including peers).
- develop responsibility for their own behaviour which includes identifying the need to make decisions for themselves appropriate to their level of development.
(For example: understand the dangers of going with 'strangers' and to develop skills to manage such situations.)
- understand that they have rights and should have control over who touches their bodies.
- develop a healthy lifestyle and a positive attitude towards their body, health and hygiene.
- increase awareness of the wide range of differences between individuals and to understand that development is a process of change which everyone undergoes at different rates.
(For example: accept the variation in body size, in body parts, in growth rates and the age at which these take place.)
- understand their present and forthcoming physical and developmental changes.
- know and use the 'proper or acceptable' terms for the main parts of the body.
- understand their senses, bodies (and their development), feelings, emotions and identity.

We consider that good practice would:

- be responsive to the pupil's culture, religion and personal circumstances.
- ensure that the curriculum does not stereotype, in relation to gender, an individual's thinking and personal choices, behaviour, feelings or values.
- reassure pupils about bodily changes, particularly early and late developers who may be under some stress and anxiety.
- make links to any pastoral programmes of the academy.
- enable teachers to respond appropriately and sensitively to questions asked by a pupil.
- enable questions to be answered and asked without causing embarrassment for either pupil or teacher.
- take all stories about 'interference' or abuse seriously and follow related safeguarding procedures.

- support parents in carrying out their responsibility relating to the sex education of their children.

Key Stage 2

Towards the end of Key Stage 2 particular issues are dealt with in more detail by staff or visiting suitably qualified professionals. On these occasions parents will be given prior information about the content of these lessons and also the opportunity to withdraw their child from these lessons if they wish.