

GREYSBROOKE PRIMARY SCHOOL



SEX EDUCATION POLICY

Sex Education Policy

This policy has been developed by the Headteacher and whole staff with specific involvement of the Teaching & Learning Governors Committee.

1. Rationale

- The school's Sex Education Policy is based on the DCSF 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 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 & Citizenship Education curriculum in our school. While we use sex education to inform children about sexual issues, we do this with regard to matters of individual responsibility, and in a way that allows children to ask and explore questions. We do not use sex education as a means of promoting any form of sexual orientation.

2 .Aims and Objectives

To give children and young people the opportunity to learn about:

- Physical, moral and emotional development
- The importance of marriage for family life, stable and loving relationships, respect, love and care
- Sex, sexuality and sexual health

Sex education provides an understanding that positive, caring environments are essential for the development of a good self-image and that individuals are in charge of and responsible for their own bodies. It develops knowledge about the process of reproduction and the nature of sexuality and relationships. It encourages the acquisition of skills and attitudes that allow pupils to manage their relationships in a responsible and healthy manner.

Sex education is integrated within the school's cross-curricular approach to the delivery of broad and balanced programme of health education. This encourages the exploration of values and moral issues, the consideration of personal relationships and the development of communication and decision making skills. It aims to foster self-esteem and a sense of moral responsibility.

We teach children about:

- the physical development of their bodies as they grow into adults;
- the way humans reproduce in Year 6;
- respect for their own bodies and the importance of sexual activity as part of a committed, long-term and loving relationship;
- relationship issues;
- respect for the views of other people;
- what they should do if they are worried about any sexual matters.

3. Context

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 family life and loving stable 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;
- 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;

4. Organisation

Health education, of which sex education is a part, is an essential part of the curriculum. Schools have a responsibility to provide appropriate sex education which will help prepare pupils for adult life. The school should support the role of the parents who are key figures in helping their children to cope with the physical and emotional aspects of growing up.

- We teach sex education through different aspects of the curriculum. While we carry out the main sex education teaching in our PSHE and Science curriculum, we also teach some sex education through other subject areas (for example PE), 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 PSHE we teach children about relationships, and we encourage children to discuss issues.
- In science lessons we follow the guidance material in the national curriculum for science. At 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 cycle in greater depth.
- In Year 5 the science curriculum looks in depth at the human life cycle including conception and birth. There is also an emphasis on health education, as many children experience puberty at this age and we explain to them about the parts of the body and how these work. A team will work together to deliver this aspect of the curriculum. This will include the a health professional, class teachers and the PSHE coordinator. Parents will be informed beforehand when a series of lessons delivered by a health professional and teachers will take place. The menstruation talk to Y5 girls will take place in Autumn term, and the puberty talk to both Y5 and Y6 during Summer term.

Specific Considerations in the Teaching of Sex Education

- Care and sensitivity is needed in matching teaching to the maturity of the pupil.
- A consideration of gender and check suitability of material used.
- Teaching should be concerned to help children cope with the physical and emotional challenge of growing up, and to give an elementary understanding of human reproduction.
- The bearing of religious and cultural factors on discussion of sexual issues should be considered carefully.

Objectives

Knowledge and Understanding

- Learning and understanding physical development at appropriate stages
- Understanding human sexuality, reproduction, sexual health, emotions and relationships
- Learning about contraception and the range of local and national sexual health advice, contraception and support services (secondary schools)
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay (secondary schools)
- Learning how to avoid unplanned pregnancies (secondary schools)

Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict and learning how to recognise and avoid exploitation and abuse.

Attitudes and Values

- Learning the importance of values and individual conscience and moral considerations
- Learning the value of family life, marriage and stable and loving relationships for the nurture of children
- Learning the value of respect, love and care
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision-making

Taken from 'Sex and Relationships Education Guidance' DfE 2000

Moral and Values Framework

The sex education programme will reflect the school ethos and demonstrate and encourage the following values:-

- Respect for self
- Respect for others
- Responsibility for their own action
- Responsibility for their family, friends, school and wider community.

Delivery of Sex Education

Sex education is delivered through a variety of approaches:-

- Through topics specifically relating to Science National Curriculum as identified below.
- Through general class time as issues arise.
- Through visits from school nurse.
- Through use of literature, story time, class discussion time, sharing news e.g. birth of new baby at home.
- Through RE and assembly times focusing on family life, values and events.
- Through Literacy activities e.g. thinking about feelings.
- Through PSHE and Science Curriculum.

The key elements are indicated below:-

KEY STAGE ONE

Ages 4 – 5

- People in my life. What they do for me and what I can do for them.
- My moods – feeling happy, sad, and so on.
- Friendships.
- Loss and mourning (for example, a person, a pet).
- Keeping safe – danger I might come up against. Saying no.
- My body and other people's bodies – similarities and differences.
- The beginning of life – me, animals and plants.
- Growth in people, animals and plants.
- Ageing – how we know things are alive, dead, young, old.

Ages 6-7

- Changes as we grow.
- Different types of families.
- Feelings in families (for example, love, jealousy).
- What helps people to get on with each other (for example, listening/sharing).
- What makes me happy?
- What I like or don't like about other people.
- Keeping safe.
- Caring for myself – hygiene, sleep, exercise.
- People who help me to care for myself.
- Inside my body – the functions of different parts.

KEY STAGE TWO

Ages 8-9

- Celebrating a new member to the family
- Feelings – things which make me happy, sad, embarrassed, scared and so on.
- Difficult situations – for example, teasing and bullying

- Changes in my own body and in those of others
- Family trees
- Keeping healthy – exercise, diet, the immune system and so on
- Friendship – who our friends are, how we make and lose friends
- Making decisions – influences on me
- Keeping safe
- Varied lifestyles in the class and community – differences in others and how we feel about differences
- Assertiveness – how to say no.

Ages 9-11

- Decision-making, risk-taking
- Feelings about the future (for example changing schools)
- Families and how they behave – what members expect of each other
- Celebrations of birth, christening, puberty, marriage and death in different cultures
- Expressing feelings and how we do this, being assertive, not bullying
- Differences and similarities and in people
- Sexuality – what is it and what words describe it
- Body changes in me and others – why they are happening
- Things that go into my body that help (for example good food, and some drugs) and harm (for example some drugs, cigarette smoke, poisons)
- Messages about health and sexuality from television, films, newspapers.

Sex Education and the National Curriculum

Sex education also links with the Science National Curriculum, which identifies the following programmes of study at KS1:-

Animals, including humans, move, feed, grow, use senses and reproduce. Human produce babies and these babies grow into adults.

KS2 – Life processes including nutrition, movement, growth and reproduction common to animals including humans. Our pupils study Characteristics of Living Things; Animal Biology/Classification; Principles of Healthy Living, including exercise, smoking, drugs and alcohol; pubertal changes and Physical Development and Growing up. Year 5 includes life cycles including human conception/birth/growing up.

Within our programme, a health professional delivers a series of talks on various aspects of health education including healthy eating, exercise, smoking, puberty, and personal hygiene to both Y5 and Y6 during Summer term. She also delivers an additional session for Y5 girls on menstruation during Autumn term.

5. Parents/Carers

The school is well aware that the primary role in children's sex education lies with parents/carers and aims to build a positive and supporting relationship. Parents are encouraged to support and participate in the school's sex education programme. A copy of the policy is available on request from the Headteacher.

To promote this objective the school will:

- inform parents/carers about the school's sex education policy and practice;
- offer parent/carers the opportunity to see resources/DVD beforehand;
- answer any questions that parents/carers 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/carers prior to sex education lessons about the best practice, so that the teaching in school supports the key messages that parents/carers give to children at home. We believe that children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parents have the right to withdraw children from certain aspects of sex education, but not the National Curriculum requirements. Parents wanting to exercise this right are invited to communicate with the Headteacher and we always comply with the wishes of parents/carers in this regard. Parents are notified of the school's curricular framework in the prospectus and when Y6 units involving sex education are about to be taught.

6 .Issues Arising from Sex Education Programme

In following up these discussions, children may need to ask questions. Teachers exercise professional judgement in their responses, giving consideration to maturity, confidentiality, and explicit nature of questions. They may advise children to seek clarification from parents or refer to the Headteacher, for further advice.

7. Confidentiality

Teachers and the school nurse conduct sex education lessons in a sensitive manner, and in confidence, however, if a child makes a reference to an issue which might be constructed as abuse, both will take the matter seriously and deal with it as a child protection/safeguarding issue. It will be reported to the Safeguarding Lead and recorded in the safeguarding file as per school safeguarding procedures. It will then be dealt with by the Headteacher in accordance with safeguarding procedures.

8.Equal Opportunities

The nature of the topic will give rise to many equal opportunity issues:-

- Influences: Identifying the pressures of family, friends and peers
- Society: Media images, stereotypes, gender roles, religious and cultural beliefs, prejudice.
- Citizenship: rights, responsibilities, legislation.

The sex education programme will be taught in a manner which is sensitive to the needs of all children from all ethnic backgrounds, religious gender, social background and ability. Delivery will avoid stereotyping and prejudice in accordance with Greysbrooke's Equalities Policy.

9. Monitoring and Review

The sex education programme will be monitored by Governors and the Headteacher in consultation with the KS2 staff. Where appropriate, evaluation of the programme will inform the content and delivery of the topics in future years. . The Curriculum Committee gives serious consideration to any comments from parents/carers about the sex education programme and makes a record of all such comments. All reviews will be discussed by Governors Teaching & Learning Committee and recommendations made to the full governing body

Date of review: November 2018 Date of next review: November 2019
