

## **Sex Education Policy**

### **The need for a policy**

Governing bodies are required by the 1993 Education Act to prepare and keep up to date statements of policy on the content and organisation of any sex education in their schools. In making this statement the governors have taken account of the National Curriculum documents for Science and Health Education.

The original policy was agreed by the governors in 1996 following consultation with staff, parents, P. S. E. Advisor and the school nurse.

It was comprehensively reviewed and updated in the Year 2000 to allow for the introduction of new teaching materials and to establish a scheme of work which can be linked to Curriculum 2000.

A working party comprised of four governors was set up to undertake this task.

The party consisted of:

J. Galbraith	Deputy Headteacher and Teacher Governor
J. Walters	Staff Governor
R. Allum	Vice Chairman
D. Peck	Co opted Governor

The latest review of the policy was undertaken in January 2015 by Catherine England, a Parent Governor of the school.

The governors believe that children are entitled to appropriate and responsible health and sex education.

### **What is meant by 'sex education'**

Sex education includes such concepts as growing and changing, the life cycle, puberty and reproduction. It is also about emotions, relationships and responsibilities, and how we care for each other.

The National Curriculum Guidance 5, states that sex education provides .....

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

### **Important Considerations**

- ☺ School based sex education should complement and support the role of parents.
- ☺ It is part of a whole school P.H.S.E. policy.
- ☺ Parents will be informed of their right to withdraw their children from any sex education additional to that required by the Science Order (Sex education within the science order must be taught to all children). It is, however, desirable that parents do not withdraw their children.
- ☺ Parents will be invited to preview resources and discuss the programme of work.
- ☺ Sex education, particularly the dealing with aspects of puberty and sexual relationships need to be handled with great sensitivity.

Date reviewed: January 2015

### Aims of our Policy

1. To create an atmosphere where questions about personal relationships and sex can be asked and answered without embarrassment.
2. To build and develop the self esteem of all young people.
3. To dispel myths and folklore and provide acceptable vocabulary for parts of the body.
4. To explain pubertal changes and reasons for these changes and accept variations in rates of growth and development.
5. To provide reassurance that body changes and their physical, emotional and social effects are normal and acceptable and to give emotional support to the children during these changes.
6. To stress the value of family life, the implications of good parenting and the importance of caring for the young of all animals including human babies.
7. To explain the nature of reproduction.
8. To help children to understand their rights, to be able to resist unwanted touches or advances, to communicate their feelings and to seek help if necessary.
9. To challenge media stereotypes, sexism and prejudice.
10. To promote equal opportunities.
11. To promote a partnership with parents so that home and school can work together.

### Curriculum Organisation

Sex education will be delivered in a variety of ways:

1. As part of a unit of work on 'Ourselves' planned and taught by class teachers. This ensures that the input can be relevant and specific to the age and maturity of the children and provided by a teacher well known to the children. This unit occurs every 2 years in Year one of our rolling programme.
2. By an invited speaker. This can happen at various ages and stages, depending upon the curriculum area under discussion. The speaker is usually the school nurse who visits the school regularly to talk about a variety of topics and is well known to the children. Opportunities are also taken to involve parents with babies and toddlers whenever this is thought appropriate. The invited speaker always works alongside the class teacher.
3. Video presentation 'Living and Growing' from Channel 4. (As part of 'Ourselves' topic).

### Sensitive Issues

Sensitive and controversial issues cannot be ignored. Whilst we shall not be presenting issues such as contraception, homosexuality, H I V and Aids overtly it is possible that they may be raised. At this point the teacher needs to decide:-

- ✎ Is the child being deliberately provocative?
- ✎ Does the child have genuine cause for concern or worry?
- ✎ Is an appropriate answer likely to worry other members of the class?
- ✎ If it might be appropriate to suggest that the child discusses this subject with their parents?

We accept that the best way to build confidence and trust is to answer questions as they arise but it is possible that the appropriate response is to say to the child, "I'll talk to you about that at the end of the lesson". This allows time for further thought!

It might be appropriate to refer the question to the child's parents if it indicates concerns about which they should know. An example might be where a child appears to have access to pornographic material.

### **Equal Opportunities**

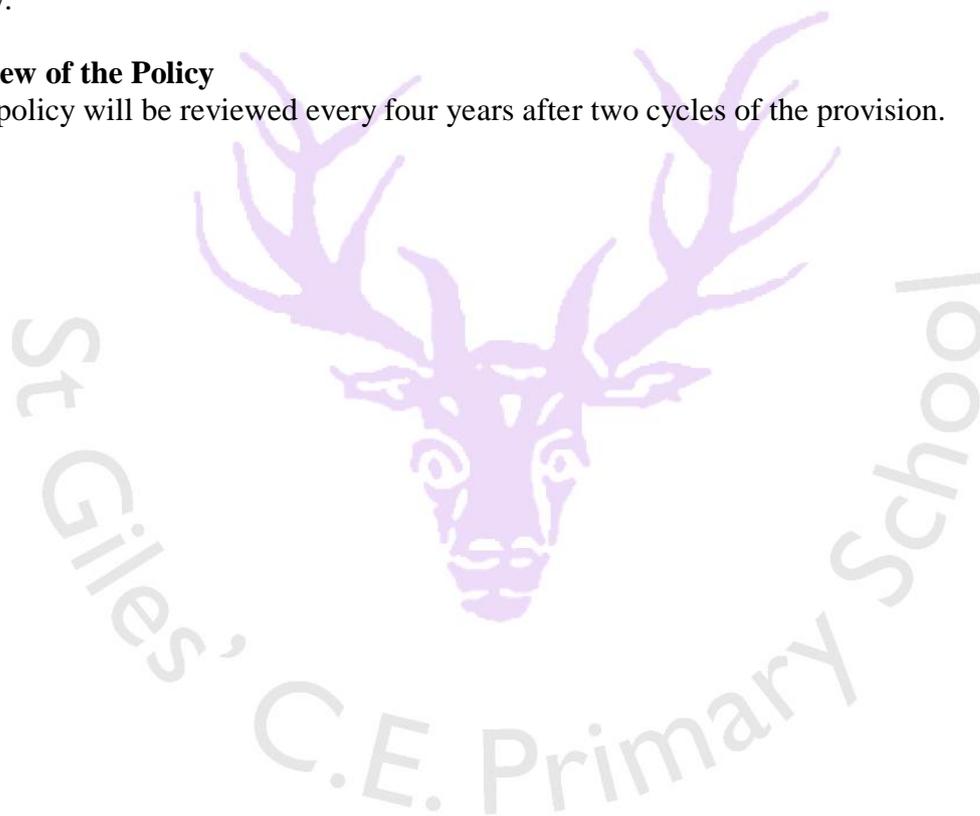
Sex education should offer pupils the opportunity to develop and clarify their attitudes and values relating to gender roles and stereotyping and to the concerns of masculinity and femininity. Sex education will usually be taught to all children in mixed groups, the exceptions being allowing the year 6 children to discuss issues in single sex groups as part of their studies. This enables children to explore practical issues more deeply and without embarrassment, e.g. practical concerns over menstruation.

### **Monitoring of the Policy**

The provision of Sex Education will be monitored by Jane Crouch, and a Governors Working Party.

### **Review of the Policy**

The policy will be reviewed every four years after two cycles of the provision.



## **Contents of the Sex Education Policy**

### **Reception**

Children coming into reception are beginning to learn about making choices and developing responsibility. They are encouraged to think about relationships and to develop an awareness of others. In planning sex education the following ideas for Reception classes are relevant:

- ✎ The concept of male and female gender roles.
- ✎ An awareness of stereotyping.
- ✎ Safety, good touches and bad touches. “Saying No”.
- ✎ Friendship and respect.
- ✎ Similarities and differences.
- ✎ The beginning of life (me, animals, plants).
- ✎ Loss and grieving.

### **Key Stage 1**

Through the theme of ‘Ourselves’ or ‘All About Me’ children should have the opportunity to:

- ✎ understand the concept male and female.
- ✎ understand the idea of growing from young to old.
- ✎ know that humans develop at different rates.
- ✎ know that babies have special needs.
- ✎ acquire skills of caring for young animals.
- ✎ know there are different types of family and be able to describe the roles of individuals within the family.
- ✎ know about the rituals associated with birth, marriage and death and talk about the emotions involved.
- ✎ appreciate ways in which people learn to live and work together.
- ✎ describe roles of individuals within families.
- ✎ know about personal safety, e.g. know that individuals have rights over their own bodies.
- ✎ know there are differences between good and bad touch.
- ✎ talk about emotions.
- ✎ develop the skills of listening, discussing and sharing.

### ***Science In Curriculum 2000***

#### ***SC2 Life Processes and Living Things***

- ✎ Children should be taught to recognise and compare the main external parts of the bodies of humans and other animals.
- ✎ That humans and other animals can produce offspring and that these offspring grow into adults.
- ✎ That plants and animals need certain conditions to sustain life.
- ✎ To recognise similarities and differences between themselves and others and to treat others with sensitivity

Children will watch ‘Living and Growing’

Programme 1 ‘Differences’ (with the animation removed).

Programme 3 ‘Growing Up’.

## Lower Key Stage 2

Again under the topic of 'Ourselves' children should have the opportunity to:

- ✎ know the basic biology of human reproduction
- ✎ know there are differences between good and bad touching.
- ✎ be able to name and locate the major organs of the body
- ✎ begin to know about and have understanding of the physical, emotional and social changes at puberty.
- ✎ know how children develop from birth to 5 plus.
- ✎ know about some of the needs of the old/ill and understand death.
- ✎ understand what is meant by 'relationships' within families, between friends and in the community.
- ✎ know that there may be many patterns of friendship.
- ✎ know about helping agencies which can support families and individuals in different circumstances.

## *Science in Curriculum 2000*

### *SC2 Life Processes and Living Things*

Pupils should be taught:

- ✎ That life processes common to humans and other animals include reproduction.
- ✎ About the main stages of the human life cycle.

Children will watch Living and Growing

Unit 1	Programme	1	Differences (including animation).
	Programme	2	How Did I Get Here
	Programme	3	Growing Up

## Upper Key Stage 2

During their topic on 'Ourselves' children will have the opportunity to:

- ✎ know the basic biology of human reproduction
- ✎ begin to know about and have understanding of the physical, emotional and social changes at puberty.
- ✎ know how children develop from birth to 5 plus.
- ✎ understand the importance of good parenting.
- ✎ understand some of the skills necessary for parenting.
- ✎ know about some of the needs of the old/ill and understand death.
- ✎ understand what is meant by 'relationships' within families, between friends and in the community.
- ✎ know that there may be many patterns of friendship.
- ✎ be able to talk about friends with significant adults.
- ✎ know about helping agencies which can support families and individuals in different circumstances.
- ✎ know there are differences on good and bad touching
- ✎ to be able to name and locate the major organs of the body

## *Science in Curriculum 2000*

### *SC2 Life Processes and Living Things*

Pupils should be taught:

- ✎ The life processes common to humans and other animals including reproduction.

🌱 About the main stages of the human life cycle.

Children will watch as part of the 'Ourselves' topic the second unit in Living and Growing  
This includes

Programme	4	Changes
Programme	5	How Babies Are Made
Programme	6	How Babies Are Born

Additionally in the Autumn Term the year 5 and 6 girls will have a talk on menstruation.

The year 6 children will watch Unit 3 of the 'Living and Growing' series in the second part of the Summer Term. This will link with work on Changes/Growing Up/Crucial Crew.

Children will watch in single sex groups.

Programme 7	Girl Talk
Programme 8	Boy Talk

They will then undertake mixed group discussion and watch

Programme 9	Lets Talk About Sex
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