

SEX EDUCATION POLICY

Definition: Sex Education is a ‘whole school’ issue. As such it should be part of a planned and continuous programme, with recurring, underlying principles. These should be appropriate to the age and stage of development of the children and dependent on their readiness to receive this information.

Aim: In meeting the requirements of the Education Act, the National Curriculum and School Health Education Guidelines, the school seeks to provide an understanding of the role of the family and the important part it plays in the development of attachment, love and concern. This covers the need for good child care, effective parenting and the changing nature of relationships within the family.

The school endeavours to respond to children’s natural needs and enquiries, always seeking to emphasise 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.

Pupils are sensitively encouraged to pay due regard to moral considerations and the value of family life, for their situation.

Foundation Principles.

Sex education involves learning about yourself:-

- (i) The physical, emotional and social changes that you go through.
- (ii) How you look and feel about yourself.
- (iii) How to look after and maintain a healthy body.
- (iv) How the body works.
- (v) Growth and development.
- (vi) The decisions you make and subsequent consequences.
- (vii) How to keep yourself safe.

Sex education involves learning about other people:-

- (i) Making friends and maintaining friendships.
- (ii) The value of loving and caring.
- (iii) Different types of families.
- (iv) Being aware of the similarities and differences of other people’s bodies.

Learning Styles

A variety of learning styles will be employed by the class teachers to ensure the effective delivery of sensitive curriculum, during circle time, science and other lessons.

Programmes of Learning

Reception

Discussion of “news” concerning family life.

Develop an awareness of themselves and others.

Respond to significant experiences, showing a range of feelings when appropriate.

Fulfil the requirements of the Early Learning Goals, as appropriate.

Key Stage 1

Changes

Begin to understand the life cycle: the beginning of life, birth, growing from young to old in people, animals and plants.

Be aware of the growing and changing body.

Understand that humans develop at different rates, that like produces like.

Begin to understand patterns, e.g. gender differences.

Self-image

Name main external parts of human body.

Understand concept of male and female.

Begin to know basic life processes and body functions common to humans and other animals, including reproduction and excretion.

Be aware of your special body, other people’s bodies, the similarities and differences.

Explore feelings about yourself; your moods, what makes you happy and healthy.

Know that some diseases are infectious and how you can protect yourself.

Develop healthy attitudes to body functions, e.g. excretion.

Families

Be aware of special people in your life, what they do for you and what you do for them.

Explore feelings towards special people, e.g. love, jealousy, making them happy or sad.

Know there are different types of families and individual roles within families.

Recognise and value differences.

Be aware of rituals such as birth, marriage, death and feelings associated with these.

Relationships

Learn to co-operate in work and play; listening, discussing, sharing.

Begin to understand the range of human emotions and how to deal with them.

Recognise what helps people get on with each other and the effect you can have on other people.

Develop simple skills and practices to help maintain personal safety. Learn to be assertive and to say no to unwanted happenings. Understand the differences between ‘good touches, bad touches’ and that it is alright not to want something that an adult wants.

Knowing where you can go for help.

Key Stage 2

Changes

Basic life processes common to humans and other animals, including reproduction and pregnancy.

Development and care of young and children from 0 to 5; growing old, death.

Changing moods and feelings; likes, dislikes embarrassment, excitement etc.

Self-image

Similarities and differences; sex, race, religion, physical ability.

Self esteem.

Families

Families and different cultures across the curriculum, e.g. in humanities, religious education.

Relationships

Developing increasing independence.

Valuing oneself and others.

The variety of individual responses to situations and developing respect for other people's feelings.

Recognising your own actions have consequences for others.

Being assertive; handling difficult situations, such as teasing, bullying. Rights and responsibilities of individuals.

Sex Education Lessons

Children in upper KS2 will receive specific Sex Education lessons to learn about adult relationships and human reproduction. Where possible, the school nurse will be involved with the delivery of these lessons. Parents will be given the opportunity to see the resources before the lessons start. In addition, parents will be given the opportunity to withdraw their child from these lessons. Parents will be asked to send in a letter if they do wish to withdraw their child.

Reviewed by Full Governing Body, Autumn 2014:

Signed:

(Chair) Date:

To be reviewed: Autumn 2016