

SEX EDUCATION POLICY

St. John and St James Primary School is a Church of England School, founded on Christian beliefs and is inclusive in its welcome to all in the parish.

By working together in a secure, enjoyable and supportive environment, we encourage positive behaviour; celebrate success and achievement; inspire a love of life-long learning; and enable all members of the school to reach their full potential.

School Statement

The Governing Body of St John and St James consider that sex education is a necessary part of the curriculum and that it should be taught.

For a Church school the challenge is to ensure that sex education is taught in an open and sensitive manner which, nevertheless, sets such learning and growth in a Christian context.

The General Synod's Board of Education (memo 1/88) has stated that :

“Sex is not only a given fact of human existence, but, in Christian belief, a gift of God as part of creation. It is important that, as they grow up, children come to an understanding of their own bodies, instincts and feelings, in this way they will be prepared for the opportunities, joys and responsibilities of permanent relationships with people of the opposite sex.”

The teaching within the school is given within the context of the Christian understanding that sex and sexuality finds its fullest and deepest expression within the stable and lifelong relationships, between a man and a woman, which we call marriage.

Christians disagree over contraception. The Anglican Church teaches that it may rightly be used by married couples for the planning of their family. Christians believe that life is a gift from God from the moment of conception right through to old age and death. This being the case the question of abortion would arise only in serious cases where the life of the mother might be in danger or for instance, when an underage girl had been raped.

In recent years there has been questioning on the traditional condemnation of homosexuality. There should be sensitivity in teaching about adolescence as part of the process of development may include the preferences for the same gender group; most mature through this to marriage or choice of a single life.

The stereotypes and use of abusive terms related to sexuality need to be addressed in the same way as those of a racial and cultural nature, individuals are to be judged and valued for themselves and the people they are.

Sex education is about choices and their consequences. As Christians we would commend certain choices because God has shown ways which will lead to joy, happiness and fulfilment.

With this in mind, we aim to develop a sex education programme that is concerned with the education of the whole person – the physical, intellectual, emotional, cultural, moral and spiritual dimensions.

Sex Education should complement family teaching; essentially, the home/school partnership needs to be strengthened and parents will be informed of the content of the sex education being taught in school. Where possible, the programme will reflect that part of the Science curriculum already encompassed in the National Curriculum. (Appendix A).

Sex education is therefore not to be taught in isolation but to be seen as part of the whole curriculum in encouraging children to be aware of their attitudes and values to themselves and to others; to explore the meaning and value of life and to understand that sexual love should always be considered in the context of a loving relationship.

Children may be taught in class groups or in gender groups as appropriate. The main programme will be in the latter part of Year 5 curriculum, with reinforcement in Year 6. A video, seen and approved by Governors, is used. The class teacher will do most of the teaching but outside speakers such as the school nurse, who is already known to the children, will be part of the programme.

We believe and support the following educational aims in respect of Sex and Relationships Education.

We teach children about:

- *The physical development of their bodies as they grow into adults*
- *The way humans produce reproduce*
- *Respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship.*
- *The importance of family life.*
- *Moral questions*
- *Relationship issues*
- *Respect for the views of other people.*
- *Sex abuse and what they should do if they are worried about any sexual matters..*

These aims are fulfilled through aspects of the Sex and Relationships Education programme in the taught curriculum and the informal curriculum. We deliver the taught curriculum mainly through PSHE, Science and English areas, but other opportunities to reinforce learning will occur in other parts of the teaching programme. The school actively co-operates with other agencies. Visitors who support the school will be informed of the values held within this policy.

Confidentiality issues

As a general rule a child's confidentiality will be maintained by the teacher or member of staff concerned. If this person believes that a child is at risk or in danger, she /he is to talk to the designated teacher for child protection who may confer with the Headteacher before any decision is made.

The child concerned will be informed that confidentiality is being breached and the reasons why.

This follows the school and the Boroughs child protection procedures.
See Child Protection Policy.

Use of visitors

There are various people who can resource and support school based sex and relationship education.

These people may include school nurse and other health professionals. A procedure for the use of visitor is available on request. A teacher will always remain in the classroom when a visitor is present.

Dissemination of the policy

All staff members, school nurse and governors will receive a copy of this policy. It is the school governors' responsibility to ensure that the policy is developed and made available to parents for inspection. In addition copies will be available in the office. A summary of this policy will be included in the school prospectus. The policy has been fully discussed in governors meeting and a staff meeting.

The National Healthy School Standard

We now participate in the National Healthy School Standard scheme, which promotes health education.

- We consult with parents on all matters of health education policy.
- We train all our teachers to teach sex education
- We listen to the views of our children in our school regarding sex education
- We look positively at any local initiatives that support us in providing the best sex education teaching programme that we can devise.

Right of Withdrawal

While it is the school's hope that all children will take part in lessons, the DfES Sex Education circular (5/95) states that parents have the right to withdraw their children from non National Curriculum sex education and that this must be complied with. Parents are asked to notify the Headteacher in writing if they wish to withdraw their child from the sex education video & follow up lesson in Year 5.

This policy was agreed by the Governing Body on

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It will be reviewed in

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Signed

Governors

Chair of

Appendix A

Sex Education in the National Curriculum for Science

Key Stage 1 (5 – 7 year olds) pupils should be taught :

- that animals including humans move, feed, grow, use their senses and reproduce;
- to name the main external parts of the human body;
- that humans can produce babies and these grow into children and then into adults;
- to recognise similarities and differences between themselves and other pupils.

Key Stage 2 (7 – 11 year olds) pupils should be taught :

- that there are life processes including nutrition, movement, growth and reproduction common to all animals, including humans;
- the main stages of the human life cycle;

Suggested sequences for teaching sex education

Ages 4 – 5 yr olds People in my life; what they do for me and what I do for them.

My moods – happy, sad etc.

Friendships

Loss and mourning, e.g. a pet or person

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

Aging – how we know things are alive, dead, old, young

Ages 6 – 7 yr olds Changes as we grow

Different types of family

Feelings in families, e.g. love, jealousy

What helps people get on with one another, e.g. listening

and

sharing

What makes me happy

What I like or do not like about people

Keeping safe

Caring for myself, hygiene, sleep, exercise

People who help me care for myself

Inside my body, the functions of different parts

Ages 8 – 9 yr olds Feelings – things that make me happy, sad, embarrassed, scared

Difficult situations e.g. teasing, bullying
 Keeping healthy – exercise, diet, the immune system etc.
 Family trees
 Friendship – who are our friends, how we make and lose friends

Making decisions – influences on me
 Keeping safe
 Varied lifestyles in the class and community – differences and on others
 how we feel about the differences

Ages 10–11 yr olds Decision making and risk taking
 Families and how they behave – what members expect of one another

Celebrations of birth, naming , puberty, marriage and death in different cultures
 Expressing feelings and how we do this, being assertive, not bullying

Differences and similarities in people
 Friendships and relationships
 Sexuality – what it is and what words describe it
 Things that go into my body that help (good food, some drugs) and harm (some drugs, cigarette smoke, poisons, alcohol).

Changes in my own body and those of others
 How babies begin and are born – how they grow
 Messages about sexuality and health from TV, films, newspapers etc.
 Feelings about future, e.g. changing schools

National Curriculum Guidance 5 – Health Education

Non-statutory guidance 5 provides an excellent developmentally appropriate curriculum for sex education at all key stages. For the primary years it recommends :

Key stage 1 (5 – 7 year olds)

- know that humans develop at different rates and that human babies have special needs;
- be able to name parts of the body including the reproductive system and understand the concept of male and female;
- know about personal safety e.g. know that individuals have rights over their own bodies and that there are differences between good and bad touches; begin to develop simple skills and practices which will help maintain personal safety;
- appreciate the ways in which people learn to live and work together, listening, discussing, sharing;
- understand the importance of valuing oneself and others;
- begin to recognise the range of human emotions and ways to deal with these

Key stage 2 (7 – 11 year olds)

- begin to know about and have some understanding of the physical, emotional and social changes which take place at puberty;
- know that there are many different patterns of friendship; be able to talk about friends with important adults;
- know and understand how changes at puberty affect the body in relation to hygiene;
- understand the meaning of friendship and loyalty and begin to develop skills needed to form relationships;
- know the basic biology of human reproduction and understand some of the skills necessary for parenting.

Reviewed 2010