

St Andrew's C of E (VC) Primary School, Great Yeldham

# SEX EDUCATION POLICY



Reviewed Spring term, 2011  
(Review co-ordinated by Maria Trappitt)

St. Andrew's C of E (VC) Primary School  
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## **Introduction**

At St Andrew's CEVC Primary School we believe that sex education does not stand as a subject on its own, but as part of the integrated curriculum. In common with all aspects of a child's education, sex education is ongoing, and is taught as and when appropriate. We believe that children's questions should be answered in a frank, honest and sensitive manner, and that, as in other curriculum areas, the class teacher is best placed to decide at what level discussion should be aimed for each class, group or individual child.

Work in school draws on the child's experiences and understanding of her or his own environment, taking them from what is known to what is unknown. Not all children come from loving and caring home backgrounds, and this has to be kept in mind when discussing and teaching human relationships.

During Years 5 and 6, children are introduced to a more formal approach to sex education.

## **Aims**

We believe that sex education at St. Andrew's will:

- be developmental and a foundation for further work in the secondary school;
- promote the spiritual, moral, social, cultural, mental and physical development of children at the school.

## **Objectives**

The sex education programme will:

- provide information which is easy to understand, as well as being relevant and appropriate to the age and maturity of the pupils;
- include the development of communication and social skills;
- encourage the exploration and clarification of values and attitudes.

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

- respect for self;
- respect for others;
- responsibility for your family, friends, school and wider community.

## Organisation of Sex Education

### **Co-ordination**

Sex education is co-ordinated by the head teacher, in close co-operation with the teacher of Years 5 and 6 and the support of the school nurse.

### **Delivery**

Significant aspects of sex education are part of the National Curriculum for Science. These must be taught to all children, and parents are not able to withdraw their children from such lessons. This content is covered within our planned cycle of topics via the Long term cross-curricular planning. If questions arise as part of a topic they will be answered in a sensitive, appropriate way, with the class teacher best placed to decide at what level discussion should be aimed for each class, group or individual child.

Many aspects of sex education arise informally, and may be developed through the use of story time, circle time; addressed occasionally in assembly time; through occasional visits from the school nurse, parents and younger or older siblings.

During Years 5 and 6, children will undertake a study which includes units focussing on health and sex education. The sex education programme has been carefully designed to develop children's understanding of life processes, including birth, growth, puberty and reproduction. Emphasis is placed on the changes that will affect them as they enter puberty. The school nurse plays a valuable role in leading a number of sessions. Some areas dealing with relationships and puberty are part of the PSHE curriculum.

## **Teaching Methods**

As much of sex education is covered when and where appropriate and questions are dealt with as they arise, most of this subject is taught with both boys and girls together. However, single gender groups can be used if deemed appropriate and relevant.

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly, and can be addressed individually later. We believe that individual teachers must use their skill and discretion, and refer to the Head teacher, or Deputy, if they are concerned.

As in all curriculum areas, we use a range of learning and teaching methods, which aim to stimulate the children's interest and encourage their full participation.

## **Resources**

A range of books are available to children, and topic loans are borrowed from Essex Library Services to support planned topics. The school is collecting a range of books, pictures, work-cards, photographs and teachers' resource material to support the topic on 'Changing and Growing.'

During Years 5 and 6 we use the videotapes:

### Unit 2 (year 1)

- Growing up – a guide to puberty, Bounty Educator Resource Service
- Channel 4 - how babies are made  
how babies are born

### Unit 3 (year 2)

- Boys talk
- Girls talk
- Lets talk about Sex

## **Who Teaches it?**

All staff are responsible for dealing with questions in an appropriate manner, as and when they arise, and for delivering those aspects of sex education in the Science curriculum assigned to their year group. The Year 5 and 6 teachers teach the more formal lessons, supported by their LSAs.

## **Evaluation of Programme**

Elements of sex education that are included in the Science curriculum will be assessed formally.

Teachers keep their own personal evaluation of lessons on their weekly planning sheets.

Class teachers will review the suitability of resources annually, as they undertake their teaching of the programme.

## **Working with Parents**

We see education as a partnership between home and school, and encourage a close and friendly relationship with the parents of all our children. Our Sex Education Policy can be found on the school website at [www.greatyeldhamschool.co.uk](http://www.greatyeldhamschool.co.uk). During Years 5 and 6 we send a letter to parents outlining the content of the sex education programme, and asking them to contact the class teacher, or Head teacher, if they have any concerns or queries. Parents must also give permission for their children to take part, as we have to be sure they received their letter home.

Under the Education Act, 1993, children can be withdrawn from that part of sex education that is outside the compulsory elements of sex education contained in the Science National Curriculum.

We would hope that parents would support the sex education programme developed in our school, but would invite any parent who wished to exercise this right to see the Head teacher, or Deputy. We would explore the concerns of parents and the possibilities of adjusting the programme or approach, and discuss any impact that withdrawal might have on the child. We would discuss with the parents the child's possible negative experiences or feelings that may result from exclusion, and the ways in which this might be minimised. Once a child has been withdrawn, they cannot take part in sex education until the request for withdrawal has been removed.

Parents may wish to supplement sex education in school by delivering sex education to their children at home.

## **Confidentiality**

As a general rule, a child's confidentiality will be maintained by the teacher or member of staff concerned. However, if this person is concerned or believes that a child is at risk, he/she will talk to the Head teacher. In such cases the member of staff should not promise confidentiality. (See child protection guidelines).

## **Procedures for Monitoring and Evaluation**

This policy will be reviewed annually, using teachers', parents' and children's feedback on the sex education programme.

A summary will be given in the school prospectus and an annual report will be made by the Head teacher to the governors.

## Appendix 1

### Aspects of the Sex Education Programme included in the National Curriculum for Science.

At Key Stage 1 (5-7) pupils should be taught:

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

At Key Stage 2 (7-11) pupils should be taught:

- that there are life processes common to all animals;
- the main stages of the human life cycle.

**Communication:** pupils should continue to be encouraged to ask questions during their work in Science.

## National Curriculum Guidance

Sex education and education for family life form part of the cross-curricular themes of the National Curriculum. Curriculum guidance 5: Health Education, recommends the following:

At Key Stage 1 pupils should:

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

At Key Stage 2 pupils should:

- begin to know about and have some understanding of the physical, emotional and social changes that take place at puberty;
- know and understand how changes at puberty affect the body in relation to hygiene;
- know the basic biology of human reproduction and understand some of the necessary skills for parenting;
- know that there are different patterns of friendship; be able to talk about friends with important adults;
- know that within any environment there are people with different attitudes, values and beliefs and that these influence people's relationship with each other and with the environment.

Reviewed by M Trappitt – **January 2011**

Shared with staff **January 2011**

Shared with Governors **March 2011**

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