

ALL SAINTS' C.E. PRIMARY SCHOOL, ALREWAS

SEX EDUCATION POLICY

Description of School.

All Saints' primary is a small/medium-sized village primary school for boys and girls aged 4 to 11. Children are taught in eight classes, each with its own teacher. The catchment area of the school is made up of the village and one or two small hamlets. Children come from a variety of social backgrounds. The percentage of free school meals is low and there are no children with English as an additional language. The school is supported by an active PTFA and a variety of parent and village helpers.

Description of Policy Formation.

The policy was drawn up by the school's PSHE co-ordinator and a school governor. It is based on the current practice in the school and the policy document has not made any changes to the existing content or provision. Various interest groups were then consulted on the policy before it was approved by the governing body.

Introduction.

All Saints' C.E. Primary School believe that sex education in this school will be developmental and act as a foundation for further work at secondary school. It should help to prepare children for their lives now and in the future as adults and parents. Our programme for sex education will build on children's existing knowledge and experience of their bodies, relationships and the world around them. It will contribute to the requirement of the Education Reform Act 1988 that the school curriculum should:

- promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepare such pupils for the opportunities, responsibilities and experiences of adult life

Objectives.

That pupils will:

- develop a knowledge of relationships in the context of family life
- understand the physical and emotional changes that occur during human development
- know the basic biology of human reproduction and understand some of the skills necessary for parenting

- know about personal safety
- know about patterns of friendship
- develop their respect for both themselves and for others
- take responsibility for their own actions

These objectives are in accordance with the School Mission Statement and Aims. The school will work towards them in partnership with parents.

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 actions
- responsibility for their family, friends, school and the wider community

The value of family life is an important aspect, which will be approached with an emphasis on stability, respect, caring and support.

Teaching Programme for Sex Education.

The sex education programme will:

- provide information which is easy to understand and relevant and appropriate to the age and maturity of the pupils
- include the development of communication and social skills
- encourage the exploration and classification of values and attitudes

Sex education will always be taught in the context of relationships. It is usually taught as part of a broader topic the pupils are studying in class. This is usually a Science or PSHE topic. Topics and themes are repeated from year to year to allow greater depth of response from pupils as they develop. The topic of human reproduction is taught to Year 6 pupils.

Organisation of School Sex Education.

Co-ordination.

Sex education will be co-ordinated by the headteacher and the PSHE co-ordinator in close co-operation with other members of staff.

Delivery.

- as part of other topics or themes (see teaching programme)
- through some aspects of Science
- through PSHE, especially Circle Time
- through RE

- some aspects during assembly times
- through visits from the school nurse and others

Each member of staff is responsible for delivering the sex education programme to their own class. Visitors may be used to support this, (e.g. the school nurse in Year 6) but the teacher must ensure that visiting speakers understand the school policy and support the morals and values underpinning it.

Teaching Methods.

Teachers will deploy a range of teaching strategies and methods to encourage children's full participation in their learning. These will include whole class teaching, group investigations and problem solving, group discussions and individual research.

Organisation of Classes.

The school is organised into single age, mixed ability classes, each taught by their own class teacher. The teachers will deliver the programme of sex education to their own class. In Years 5 and 6, single gender groups may be used for teaching and discussion when appropriate and relevant.

Resources.

Teaching resources are available from the PSHE co-ordinator. In Year 6, videos are used to support the delivery of the unit on puberty and human reproduction. The video currently in use is the BBC Sex Education (Special Edition) set. This is a series of three programmes. Videos and other resources used in the human reproduction unit are made available to parents.

A range of books is available to the children through the class and school reference libraries. These are supplemented by library topic loan books each term.

A female member of staff (presently Mandy Windsor) is assigned as an advisor and helper for girls in Year 5 and Year 6. She will attend all sessions that are delivered by the school nurse and assist with follow up.

It is policy to review the needs of pupils as early as Year 4 in relation to sex education and puberty.

Specific Issues Statements.

Working with parents.

The school is committed to working with parents. They will be notified of the intended topics or themes each class is studying during the preceding term. In addition to this, when the puberty and human reproduction element is covered in Year 6, parents will be invited to school to view the resources and discuss the planned programme with staff (see sample letter in Appendix).

Under the Education Act 1993 pupils can be withdrawn by their parents from parts of sex education that are outside the National Curriculum. Parents wishing to exercise this right are invited to see the headteacher who will discuss aspects of the programme in greater detail and also the impact that withdrawal may have on the child.

Confidentiality.

During sex education lessons, a child may wish to discuss a sensitive issue with a teacher, on an individual basis. As a general rule, a child's confidentiality will be maintained by the member of staff concerned. However, if the member of staff believes that the child is at risk or in danger, they must discuss the matter with the Child Protection Co-ordinator who will contact outside agencies if necessary. Members of staff should be careful about promising children absolute confidentiality, as there will be occasions when this is not possible.

Child Protection.

Issues in this policy statement link to the school's Child Protection Policy, available on request.

Answering Difficult Questions.

Sometimes an individual will ask a difficult or explicit question in the classroom. Questions do not have to be answered directly and can be addressed individually later on. It may be appropriate for the child to direct the question to another adult, e.g. their parents. Individual teachers should use their skills and discretion in these situations and refer to the headteacher if they are concerned.

Use of Visitors.

There are various people who can resource and support school based sex education. These may include the school nurse and other health professionals. Visitors should be accompanied by a member of the school staff whenever possible and a programme of topics must be prepared beforehand. Visitors are to have read and comply with this policy document and the School Aims and Mission statement in their presentations. Visitors should not address difficult or explicit questions from individual children, but refer to the class teacher instead.

Equal Opportunities.

All Saints' Primary is committed to working towards equality of opportunity in all aspects of school life. All resources will be checked against equal opportunity criteria.

Dissemination of Policy.

All staff members and governors will receive a copy of the policy. A copy will be available to parents on request and there will be a statement on sex education in the school prospectus.

Monitoring and Evaluation Procedures.

The policy will be reviewed regularly as part of the governing body's curriculum committee's rolling programme of policy review. The first review will be due in Autumn 2001.

May 2000

OUTLINE OF TEACHING PROGRAMME FOR SEX EDUCATION.

Reception.

Topic: Myself.

- my body and other people's bodies - similarities and differences
- caring for my body -hygiene, sleep, exercise
- my moods, feeling happy, sad etc.

Topic: Growth.

- the beginning of life - me, animals ,plants
- growth in people, animals, plants

Topic: Families

- people in my life, what they do for me and what I do for them
- different types of families
- feelings in families
- my special people

Topic: Safety.

- keeping safe
- dangers I might come up against
- saying no
- good secrets and bad secrets

Year 1.

Topic: Plants and Animals in the Local Environment

- the beginning of life in plants and animals
- growth in plants and animals

Topic: Health and Growth

- changes as we grow
- inside my body - the function of different parts
- caring for myself
- people who help me care for myself
- keeping healthy
- being ill - medicines

Year 2.

Topic: Ourselves.

- inside my body - the function of different parts
- what goes into my body - medicines
- caring for myself
- keeping my body safe
- different types of families
- feelings in families
- what makes me happy
- getting on with others
- keeping safe

Topic: New Life

- the beginning of life- people, plants and animals
- growth in people, plants and animals
- changes as we grow

Year 3.

Topic: Moving and Growing.

- changes as we grow
- changes in my own body and others
- how humans and animals grow
- family trees
- growing old
- keeping my body healthy
- protecting my body

Topic: Circle Time/PSHE

- feelings
- difficult situations e.g. teasing, bullying
- friendship
- making decisions

Year 4.

Topic: Healthy Eating and Teeth

- keeping healthy - diet and exercise
- making decisions
- people who help me

Topic: RE - Belonging to a Group

- feelings
- difficult situations
- making decisions in a group
- family trees
- lifestyles in our community

Topic: Circle Time/PSHE

- difficult situations
- friendships
- making decisions
- keeping safe

Year 5.

Topic: Changes

- changes in my own body and others
- feelings about others
- feelings about the future
- taking risks
- what is growing up?

Topic: Puberty

- similarities and differences in parts of the body
 - names for intimate parts of the body
 - changes which occur at puberty - male and female
 - physical and emotional changes
 - personal hygiene
 - use of sanitary protection (girls only)
- Mandy Windsor at present - or another female to assist

Topic: Micro-organisms.

- keeping healthy - the immune system
- medicines and drugs

Topic: Circle Time/PSHE

- difficult situations
- families and friends
- influences on me
- differences in lifestyles

Year 6.

Topic: Circle Time/PSHE

- coping with feelings
- friendships
- peer pressure
- bullying
- growing up
- responsibility

Topic: Healthy Living

- structure and function of parts of the body
- keeping healthy
- keeping safe
- drugs - helpful and harmful
- making lifestyle choices

Topic: Sex Education

Puberty

- similarities and differences in parts of the body
- names for intimate parts of the body
- changes which occur at puberty - male and female
- physical and emotional changes
- personal hygiene
- use of sanitary protection (girls only)

Human Reproduction

- changes from childhood to adulthood
- male/female differences
- someone new -birth
- the growth and development of babies
- how a baby is made
- parenting and family life
- relationships and marriage

Adopted by Curriculum Committee
Reviewed September 2001
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