

Wickford Primary School Sex Education Policy

1 Introduction

- 1.1 We have based our school's sex education policy on DfEE guidance. In this document, sex education is defined as 'learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health'. Sex education is part of the personal, social and health education and science curriculum in our school. While we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation.

2 Aims and objectives

- 2.1 We teach children about:

- the physical development of their bodies as they grow into adults;
- the way humans reproduce;
- respect for the body 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 themselves and the for the views of other people;

3 Context

- 3.1 While sex education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all our work in school. In particular, we teach sex education in the belief that:
- sex education should be taught in the context of marriage and family life;
 - sex education is part of a wider social, personal, spiritual and moral education process;
 - children should be taught to have respect for their own bodies;
 - children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
 - it is important to build positive relationships with others, involving trust and respect;

4 The National Healthy School Standard

- 4.1 We now participate in the National Healthy School Standard scheme, which promotes health education. As participants in this scheme we:
- consult with parents on all matters of health;
 - listen to the views of the children in our school regarding sex education;
 - look positively at any local initiatives that support us in providing the best sex education teaching programme that we can devise.

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5 Organisation

- 5.1 We teach sex education through different aspects of the curriculum. While we carry out the main sex education teaching in our personal, social and health education (PSHE) curriculum, we also teach some sex education through other subject areas (for example, science and PE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.
- 5.2 In PSHE we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty. For example, we tell the boys that their voices will change during puberty and we explain to the girls about menstruation. We encourage the children to ask for help if they need it.
- 5.3 In science lessons, teachers inform children about puberty and how a baby is born. We teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. As they get older, we teach about life processes and the main stages of the human life cycle in greater depth.
- 5.4 In Year 5 and 6 we place an increasing emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.
- 5.5 We arrange a meeting for all parents but especially for carers of children in Year 5 and 6 to discuss this particular programme of lessons, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching.

6 The role of parents

- 6.1 The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:
- inform parents about the school's sex education policy and practice;
 - answer any questions that parents may have about the sex education of their child;
 - take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;
 - encourage parents to be involved in discussing the school policy and making modifications to it as necessary;
 - inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being

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given consistent messages about their changing body and their increasing responsibilities.

- 6.2 Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

7 The role of other members of the community

- 7.1 We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex education programme.

8 Confidentiality

- 8.1 Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the headteacher. The headteacher will then deal with the matter in consultation with health care professionals. (See also Child Protection Policy.)

9 The role of the headteacher

- 9.1 It is the responsibility of the headteacher to ensure that both staff and parents are informed about our sex education policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- 9.2 The headteacher liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.
- 9.3 The Headteacher along with the science co-ordinator and deputy head monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

10 Monitoring and review

- 10.1 The Curriculum Committee of the governing body monitors our sex education policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any

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comments from parents about the sex education programme, and makes a record of all such comments. Governors require the headteacher to keep a written record, giving details of the content and delivery of the sex education programme that we teach in our school.

10.2 A copy of the sex education programme is attached to this policy.

This policy was updated in May 2019 and will be reviewed annually.

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- ❖ All children will take in a 6 week block of lessons each year in the summer term.
- ❖ The children will have a 'growing up' book' which will travel with them through the school.
- ❖ All lessons will be taught in the firm basis that sex is part of a loving relationship.

EYFS

- To understand the similarities and differences between themselves and others
- To identify how they and others show their feelings
- To understand the importance of keeping their private parts safe from others.

Year 1

- To identify and name parts of the human body (the non-reproductive organs).
- To observe relationships outside of the family i.e. friendships.
- To explore basic vocabulary related to emotions and feelings.

Year 2

- To identify the basic needs of animals and humans.
- To observe relationships within a family.
- To continue to observe relationships outside of the family i.e. friendships.
- To understand that animals and humans have offspring that change as they grow.
- To reflect on changing skills, responsibilities and friendships as they grow older.

Year 3

- To know that at different stages of development we are capable of new things.
- To know that all living things reproduce and that it is normally the female who gives birth.
- To explore that families come in different formats, including same-sex relationships.
- To continue to observe relationships outside the family i.e. friendships.
- To understand that they are special people and to think about their future positively.
- To observe how our taste and clothing changes as we get older.

Year 4

- To understand the difference between living and non-living, male and female and boys and girls.

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- To know the correct names for the parts of the human body including the reproductive organs.
- To identify characteristics that make us unique and special including feelings.
- To understand that growth and change are part of a natural life cycle.
- To know that all living things come from other living things.
- To identify the changes that have taken place and that may happen to them in the future with regards to physical features.
- To understand that they are made from two grown up people who may have given them their characteristics.
- To understand that a baby develops in the womb and that this is called pregnancy.

Children will be introduced to the vocabulary related to sex education for the first time. The video shows a naked animated boy and girl.

Year 5

- To understand the physical changes that occur during puberty and the difference between changes they can and cannot control.
- To explore the vocabulary related to emotions and feelings.
- To revisit the biological vocabulary for the organs of the body.
- To understand the physical and practical implications of a girl starting her period.
- To understand why reproduction is necessary within a life cycle.
- To understand some of the processes of fertilisation.
- To understand some of the positive and negative feelings we all experience.
- To think about the impact a baby has on a family.
- To understand the importance of good relationships in our family and with our friends.
- To reflect on different types of love - family, friends, pets, places and possessions.
- To understand how we can make others feel good.
- To consider the different roles of members of the family.
- To understand how a baby receives food and oxygen from their mother.
- To understand that after 9 months a baby is ready to be born and a mother is described as about to go into labour.
- To understand the legalities of sex.

The video contains scenes of a live birth and animated characters portraying sex.

Year 6

- To reflect on the changes that occur during puberty.
- To understand the menstrual cycle.
- To encourage children to share their problems about puberty understanding their feelings as a normal process.
- To understand the importance of good hygiene during puberty.

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- To dispel common myths about periods.
- To understand how and why sperm are produced from puberty onwards.
- To consider their relationships as friends between children of both sexes.
- To explore how hard it is to express feelings in some situations.
- To challenge stereotypes of boys and girls.
- To explore how sex is portrayed in the media.
- To explore the concept of stable relationships and marriage and its importance in family life.
- To reflect on the feelings children felt the first time they did anything.
- To consider the factors that make close relationships with the opposite sex work.
- To understand the legalities of sex.