

HOLY TRINITY PEWLEY DOWN SCHOOL

SEX EDUCATION POLICY

Opening Statements

"Sex Education is a crucial part of preparing children for their lives now and in the future as adults and parents." Health Education 5 - 16

"Sex Education should be included in the curriculum for all pupils in such a manner as to encourage them to have due regard to moral considerations and the value of family life." Surrey Curriculum Statement

Sex Education will be taught within a moral, family orientated and Christian framework

AIMS

- i. **KNOWLEDGE** : To provide for the acquisition and understanding of accurate Information relevant to the particular age range. To offer a wide range of topics associated with sexual matters. Implicit in all this is the acquisition of appropriate terminology enabling the children to speak confidently about sex and growing up, and to challenge inaccurate information and stereotypes gained from the playground or the media.
- ii. **ATTITUDES** : To help children acquire caring and responsible sexual attitudes, appropriate moral values and a personal moral code. To assist children in their understanding of themselves and their own development. To promote self -confidence and self esteem. To promote a considerate attitude to others, showing sensitivity. To teach children the Christian values on relationships. This is supported, in Year 6, by a DVD called, 'Growing Up'.
- iii. **BEHAVIOUR** : To help children deal with their own circumstances both now and in the future. To help them make appropriate decisions. To help them manage their feelings and cope with such things as prejudice, rejection, threat and stress. To generate kind, thoughtful understanding towards others, and to be tolerant of other people's differences.

APPROACHES

- i. **RESPONSIVE APPROACH** : Responding to questions when they arise. This method is used throughout the school. Children are answered honestly and in whatever detail is felt appropriate, sometimes in a group/class, sometimes independently. Children are able to approach teachers for answers to sex education matters. This however forms only a part of the approach and, alone, would be insufficient.
- ii. **SUBJECT SPECIFIC** : This forms a large part of the basic approach, principally in Year 4 and Year 6 where the children study sex education through specific projects (see below). The programme is carefully planned and is geared to teaching the necessary knowledge as well as providing moral attitudes and behaviour patterns. It allows for discussion and is closely linked with information to parents.

CURRICULUM CONTENT

Foundation Stage and KS1

The subject is taught through PSHE, Circle time and self esteem groups. We also teach the subject through science and PE which we feel contributes to the children's understanding of his/her own body. We teach the children 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. We encourage appropriate members of the community to help further the children understanding, such as the school nurse.

YEAR 3

Having a baby, in a week of work all about "special me" in the Near and far Topic, summer term.

- The children watch a video about a family having a new baby. The focus is on how babies are born, and the early stages of growing up from being a baby to being in year 3. There is also discussion about families and the different people within them.

YEAR 4

Sex education and growing up, as part of the summer term topic which has a strong science focus.

- In the latter part of the year it is dealt with as a specific subject through the BBC Sex Education programmes. In a series of three programmes, the children learn about sexual characteristics, differences, changes and reproduction including the birth of a baby. It covers the subject through references to both animals and humans. The programmes are followed by discussion between children and teacher, when questions are answered sensitively and honestly. The focus is on the changes that occur to your body as you grow up, and on developing an accurate factual knowledge and appropriate vocabulary.

YEAR 5

Focus on relationships between boys and girls and within families, as part of the Tudor Topic, spring term.

- Recap of what they learnt in year 4, especially relevant to girls whose bodies may already be starting to change. There is also a strong focus on the relationships between boys and girls and how this may change as they grow up and develop. This will take place through class discussion. Focus on self respect and respecting others, peer pressure, and what makes a strong and lasting friendship are also important areas.

YEAR 6

During this year the children take part in a whole term's growth project, which draws in a wide range of ideas:-

parts of the body and their function,
health hazards,

personal hygiene,
family and friends

fitness,
diet,

The latter part of the growth study is concerned with sex education. The backbone of the course is a series of programmes called 'Living and Growing'. The accent is on change, coping with the future, attitudes to the opposite sex, sexual characteristics, puberty and parenthood. Once the factual side has been established the programme follows a real family through the conception, birth and integration into family life.

Sexual relationships are seen as very special and not to be entered upon lightly, they are most appropriate within the context of a permanent loving relationship and that Christians believe that it should be within marriage (this area would be covered with great sensitivity to individual children's home circumstances).

Discussion work after the programmes enables the teachers to bring out the moral attitudes, reinforce the factual information and prepare the children for the physical and emotional changes they will all face. There will be an opportunity during the sessions for boys and girls to discuss separately with a teacher of their own sex. There is also a question box so children can ask questions they may not wish to ask during discussion time. Throughout, there is a positive attitude and encouragement towards sensitivity to others. The whole situation is very relaxed and natural.

Other areas covered include: personal hygiene, family relationships and friendships and changes within these, peer group pressures, the physical and emotional changes in pre-adolescence, and gender roles. Also included are more sensitive issues, sexual abuse and AIDS. Other issues such as divorce, homosexuality, abortion and contraception could be discussed as a response to individual questions, and the child would also be encouraged to talk to his/her parents about these matters.

We try to ensure that all discussions are open and honest but are encompassed within a firm moral and Christian framework. At all stages pupils are encouraged to consider, not only their own feelings but the feelings of others who may be involved. Small and large group discussions may be part of a religious/moral education lesson or may be more specific. Other opportunities may also arise when a particular issue is brought up by a pupil, either because of a personal experience or, because of a current news item and these are always followed up as soon as it is appropriate to do so. Likewise, individual questions and worries are dealt with sympathetically so that pupils feel that there is always someone willing to listen. (At all times we are alert to the possibility of some areas of discussion causing distress to pupils and deal with this, accordingly).

PARENTAL INVOLVEMENT

The parents are kept informed about particular sex education programmes. The parents of Year 4 children are informed in writing about the series of broadcasts and Year 6 parents are invited into school to see extracts and discuss the material.

SENSITIVE ISSUES

Contraception :

This is referred to on the video and if questions are asked by children, there will be answers given to explain that measures can be taken to avoid pregnancy. This will be kept within the clear moral framework already laid down. Within discussions about STDs between the older children and their teachers, there will inevitably be some reference to contraceptive devices.

Homosexuality :

Although there will not be specific discussion about homosexuality in the programmes, it will be likely to crop up in general discussion. In such cases it will be made clear that heterosexual relationships are the norm for the great majority of people. There will also be an awareness that groups of people have differing views about homosexuality and that there are specific laws relating to the subject. The children are taught that whatever one's personal views, all individual's sexuality should be treated with tolerance.

Abortion :

This might feature in general discussion with older children within a framework of what is the law of the land and an awareness of different viewpoints including the Christian viewpoint eg. Psalm 139.

HIV, AIDS and Sexually Transmitted Diseases :

The main factor involved here will be taking the opportunity to provide accurate information and to dispel myths . The aim will be to ensure that teaching about AIDS and HIV is again part of the moral education of the children.

Child Abuse:

This will be dealt with in specific terms with children throughout the school and will cover their right to say "No" and what is acceptable and non-acceptable touching. They will also be told about laws which protect them. Children are also encouraged to speak individually to any member of staff about any personal worries in this area.

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