



## **LOXWOOD SCHOOL POLICY FOR SEX & RELATIONSHIPS EDUCATION**

Reviewed Summer 2012, Summer 2016 Reviewed by C Winter

Next Review: Summer 2018

The aim of the sex education policy is to clarify the content and the manner in which sex education is delivered in the school.

### **Aims and Purposes of Sex Education.**

Develop knowledge and understanding about growth and development and human reproduction;

Foster self-esteem, self-awareness and a sense of moral responsibility;

Develop the skills to avoid and resist unwanted sexual experience;

Encourage exploration of values and attitudes, consideration of sexuality and personal relationships and the development of communication and decision-making skills.

Work in partnership with parents to promote the spiritual, moral, cultural, mental and physical development of pupils at the school.

Prepare pupils for the opportunities, responsibilities and experiences of adult life.

Effective sex and relationship education within PSHE can help pupils keep themselves safe from harm through building their confidence to ask for help, learning that their body belongs to them and giving them the language to describe private parts of their body.

### **Organisation and Content of School Sex Education**

#### **Teaching Methods**

Teaching methods employed will enable pupils to develop and practise their skills of negotiation, decision-making, assertion, research, problem solving and collaboration. Pupils will be given a range of opportunities to explore and develop their attitudes and values, including exploring their own and others' prejudices, engaging in discussion, preparing

presentations, challenging stereotypes and considering evidence. Single gender groups will be used when issues arise which may be particularly sensitive.

The following methods may be employed: debating, play writing, role play, discussion, brainstorming, projects, TV films and videos, case studies, displays, surveys, visits and visitors.

### Organisation

Delivery of the sex education programme may occur through the following ways:

Topics

Aspects of planned science schemes of work

Circle time discussions

Assembly times

Visits to school by the school nurse, parents and younger or older siblings

Story times.

There are three broad approaches to the teaching of the sex education programme;

- a) The Responsive Approach – This is when teachers are prepared to respond to pupils' questions when they arise.
- b) Cross Curricular Delivery – The sex education programme is taught within a variety of subjects or topics.
- c) A discrete programme – The sex education is timetabled as part of a P.H.S.E. programme.

### Content

The content of sex education can be broadly classified as developing:

- 1) Knowledge and understanding of the biological, emotional, social and legal aspects of sexuality
- 2) Personal and social skills
- 3) Appropriate attitudes and values.

### Early Years (3 – 5 Years)

#### Knowledge and Understanding

Pupils should:

- know the names of different parts of the body
- understand that human beings have physical characteristics in common although individuals may differ in appearance.
- understand that there are limits to what all people can do e.g. most humans can walk, jump and sit but none can fly!

- understand that the body is constantly changing and that birth is the beginning of the life cycle and death the end.
- understand the importance of sleep and physical activities
- develop vocabulary to enable them to discuss experiences of touch, sound, smell, vision, taste; and to express feelings about themselves and others.

### Skills

Pupils should:

- consider personal safety
- discuss feelings and emotions
- make decisions within the learning and home environment
- observe, associate, collaborate and interact with others according to stage of development
- develop dressing, toileting, feeding and other self-help skills
- develop gross motor, fine motor, psycho motor control according to stage of development.

### Attitudes and Values

Pupils should:

- develop their awareness of roles and relationships
- be thoughtful towards others and their surroundings
- value themselves and others
- develop empathy

### Key Stage 1

#### Knowledge and Understanding

Pupils should:

- understand the difference between men and women and name the parts of the body
- know that people grow from babies to children to adults and develop at different rates and that adults can produce babies
- be able to describe roles within the family.

### Skills

Pupils should:

- decide what to do when things go wrong and when to seek help
- participate in decision making in the classroom
- co-operate with others in work and play
- consider personal safety, recognize potential dangers and practise ways of keeping safe
- discuss feelings and emotions.

## Attitudes and Values

Pupils should:

- value their own contribution and that of others
- demonstrate an awareness of roles and relationships through structured play, including those which challenge stereotypes
- understand simple differences between their own feelings and behaviour and those of others, and recognize that their behaviour affects others
- show an awareness of human emotions, a sympathetic attitude towards others and discuss how best to deal with emotional responses
- take responsibility for their own safety.

## Key Stage 2

### Knowledge and Understanding

Pupils should:

- know about the main stages of the human life cycle, reproduction and child development, and recognize different parenting roles within a range of cultures
- know about the process of growth and reproduction
- know about and begin to understand the changes which take place in puberty
- understand the relationship between exercise, food, safety and growth and development
- know that bacteria and viruses can affect health
- understand the meaning of friendship and loyalty in order to develop the skills needed to form relationships
- explore the role and relationships in different groups and cultures, and question stereotypes
- understand that actions have consequences for oneself and others.

### Skills

Pupils should:

- make decisions about their own work and behaviour
- take responsibility for others in the class or elsewhere in the school
- talk confidently to adults about their thoughts and feelings
- develop strategies to resist adverse peer pressure
- relate the health information they are receiving to life beyond the classroom
- use basic safety procedures.

## Attitudes and Values

Pupils should:

- value their own contribution and that of others

- demonstrate self awareness and responsibility for their own learning and behaviour
- show empathy and sympathy for other people's point of view, emotions and feelings
- take responsibility for the safety of themselves and others
- respect individual differences in responding to peers.

### Resources

The range of material used will be available for parents to view on request to the school. The resources include the Channel 4 programme, Growing and Changes which is shown to Year 5 and Year 6 children. This DVD has previously been viewed by the school's governors and all staff. Parents will have an opportunity to borrow the DVD.

### Evaluation

Assessment of the sex education programme will occur during the process of assessment for the science curriculum.

### Specific Issues Statements

#### Working with parents

Parents are asked to give written permission for their child to view the DVD. The school is committed to working with parents. Under the recent Education Act pupils can be withdrawn by their parents from any part of sex education that is outside the compulsory elements contained in the science National Curriculum. Parents wanting to exercise this right are invited to see the Head teacher.

#### Child Abuse

The school follows the guidelines in the West Sussex Child Protection Procedures manual (this is available on request).

#### Confidentiality

A child's confidentiality will be maintained by the teacher or member of staff concerned. If a member of staff believes that a child is at risk, she/he will consult the Head teacher who may confer with the Chairman of Governors before any decision is made. The child concerned will be informed that the confidentiality is being breached and for what reason. The child will be supported by the teacher throughout this process.

#### Answering difficult questions

Sometimes an individual child will ask an explicit question in the classroom. Questions do not have to be answered directly, and can be addressed individually later. Teachers must use their skill and discretion in these situations and refer to the Head teacher if necessary.

## Use of visitors

On occasion resource people may be involved in supporting the school-based sex education programme. These may include parents, school nurse, religious or health professionals. Parents will be informed of their involvement prior to the visit.

## Complaints

Any matters of concern about the implementation of the Sex Education Policy should be referred in the first instance to the Head teacher who may, if appropriate, inform the Chairman of Governors.

Signed \_\_\_\_\_ Chair of the People Committee

Date \_\_\_\_\_