

Whybridge Junior School

SEX EDUCATION POLICY

Subject Leader : Donna Field

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Signed:

1 Introduction

1.1 We have based our school's sex education policy on the most recent guidance given by the DfES. 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 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 their own bodies 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 the views of other people;
 - sex abuse and what they should do if they are worried about any sexual matters.

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;
- children need to learn the importance of self-control.

4 Organisation

4.1 While we carry out the main sex education teaching in our personal, social and health education (PSHE) curriculum in each year group in the last half term of each year (see attached programme), we also teach some aspects of health education through other subject areas and in other year groups (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.

4.2 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.

4.3 In lessons at year 5, teachers inform children about puberty and how a baby is born. For this aspect of the school's teaching, we currently follow the material in the Channel 4 Series "Living and Growing", and the associated activity material. We teach about life processes and the main stages of the human life cycle.

4.4 In Year 5 we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Authority who assists us in delivering this programme. 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.

- 4.5 The girls and boys are taught SRE separately in Upper School, where we encourage the children to openly discuss the material.

5 The role of parents

5.1 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 board of trustees about this policy or the arrangements for sex education in the school;

5.2 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.

6 The role of other members of the community

6.1 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.

7 Confidentiality

- 7.1 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.

8 The role of the headteacher

- 8.1 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.
- 8.2 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.
- 8.3 The headteacher monitors this policy on a regular basis and reports to the board of trustees, when requested, on the effectiveness of the policy.

9 Monitoring and review

- 9.1 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 comments from parents about the sex education programme, and makes a record of all such comments. The board of trustees 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.

WHYBRIDGE JUNIOR SCHOOL

CURRICULUM MAP

SEX EDUCATION

	Summer 2nd half
YEAR 3	<p>“Differences”</p> <p>Theme “Living Things”, the difference between male and female, feelings and life cycles.</p> <p>“How did I get here?”</p> <p>Theme “Growing”, growth and change from the point of view of children, considering themselves as babies and thinking about their future as adults. The growth of the foetus during pregnancy.</p> <p>“Growing Up”.</p> <p>Theme “Where do I come from?”- continues work on life cycles, growth and change. It also looks at relationships.</p> <p>Year 3 complete particular activities to prevent a cross over in Year 4. These will focus on the differences between</p>

	girls and boys, labelling of the main body parts and key vocabulary. Year 3 will watch the first two chapters of Unit 1.
YEAR 4	As year 3, using different activities as follow-up. Teachers can re-cap ‘Differences’ and ‘How did I get here?’ Year 4 watch the ‘Growing Up’ chapter of Unit 1 and all activities mainly focus on the later parts of this unit.
YEAR 5	<p>“Changes”</p> <p>The physical and emotional changes that take place at the onset of puberty and how we may feel about ourselves. The unit considers some of the changes that are outside our control, and other over which we can have an increasing control and are able to make choices about as we grow up. It reaffirms that puberty is a normal and natural process.</p> <p>“How babies are made”- examines the whole process of the life cycles and reproduction, rites of passage, friendships and feelings. It emphasises the importance of loving, caring relationships between couples and the value of the family and relationships within it.</p> <p>“How babies are born”</p> <p>-reviews relationships and feelings and investigates roles and responsibilities. It focuses on the development of the baby in the womb, the needs of the baby and mother before birth and the inheritance of physical characteristics.</p>

YEAR 6	<p>“Girl Talk”</p> <p>- considers the changes that take place in a girl’s body and answers the questions that young woman want to ask at a potentially difficult period in their lives.</p> <p>“Boy Talk”- as above but from the point of view of young men, dealing with difficult issues such as masturbation and wet dreams.</p> <p>“Let’s talk about Sex”</p> <p>-considers the mixed messages young people are receiving about sex and addresses their concerns with honest, age appropriate answers</p>

Why sex and relationship education in primary schools

In the 1970's the UK had similar teenage birth rates to other European countries but while they have seen dramatic falls, the UK rate remains unchanged.

The UK has teenage birth rates that are twice as high as in Germany, three times as high as in France and six times as high as in the Netherlands. In England there are nearly 90,000 conceptions a year in teenagers: around 7,700 in girls under 16 and 2,200 in girls under 14. Teenage pregnancy rates are highest in the poorest areas of the country and even the most affluent areas have rates that are high by European standards.

There has been a tendency to talk about the UK teenage pregnancy rate as if it were a recent phenomenon. The rate however is not increasing, but has been stuck since the 1960's. Today's teenagers are no more likely to get pregnant than their parents or their grandparents were.

There is concern about the rate of teenage pregnancies because these figures are a good indicator of general sexual health and have repercussions for other social issues.

- 90% of teenage mothers have their baby outside marriage and relationships started in the teenage years have at least a 50% chance of breaking down.
- Teenage parents are more likely than their peers to live in poverty and unemployment and to be trapped there through lack of education, childcare and social assistance.
- Of those that do get pregnant, half of the under 16's and more than a third of 16 and 17 year olds opt for abortion. This means that over 15,000 under 18 year olds per year are having an abortion.
- The death rate for the babies of teenage mothers is 60% higher than for babies of older mothers and they are more likely to have low birth weights, have childhood accidents and be admitted to hospital. In the longer term, their daughters have a higher chance of becoming teenage mothers themselves.

Research has shown that good sex education helps to delay rather than to accelerate the age at which young people start to become sexually active. These findings support a programme of sex education that begins at key Stage 1 and continues to build on previous learning. They indicate the need

for sex education that is not just science but is also part of PSHE and Citizenship with the concept of ‘relationships’ at the heart of what is taught.

There are those who worry that by starting sex education from the age of 5 they are somehow destroying a child’s innocence. There are also concerns that sex education will lead to insatiable curiosity and experimentation. These concerns are real and must be addressed before any school can embark on a programme of effective sex education. Teachers, parents and the board of trustees may all need reminding that innocence is not the same as ignorance and that children make sense of information as they need to. They may also need reminding that children are not isolated from the rest of the world and that they see sexual images in advertising and in the wider media.

Starting sex education at Key Stage 1 and developing it throughout the primary school year’s enables children to acquire information and knowledge, from positive attitudes and values, and develop the skills necessary for effective communication. This will lead to responsible decision making and positive behaviour in the context of a healthy family life, loving relationships and respect for others.

Along with other initiatives, this has been the approach that has been used in other European countries, most notably the Netherlands. They have seen a declining teenage pregnancy rate while that of the UK has remained unchanged. This is the approach that has been recommended by the Governments’ Social Exclusion Unit report on Teenage Pregnancy in calling for action to reduce our rates.

Legal Requirements

For schools in England and Wales, the 1993 Education Act provides the framework for sex education. Further guidance comes through DfEE circulars.

The board of trustees are responsible for sex education policy in primary schools except where it forms part of the statutory science curriculum. They are required to provide parents with a written statement of their decision on whether sex education is taught in the school, commenting on the content, teaching methods and resources to be used in lessons.

Parents have the right to withdraw their children from sex education lessons where they do not form part of the statutory curriculum. The DfEE estimates

that less than 1% of parents exercise this right. OFSTED inspectors are required to evaluate and report on the strengths and weaknesses of the provision made by schools for sex education.

The National Curriculum for Science (England) requires schools to teach:

- That animals including humans move, feed, grow, use their senses and reproduce and that humans and other animals can produce offspring and these offspring grow into adults.
- That there are life processes including nutrition, movement, growth and reproduction common to animals including humans and the main stages of the human life cycle. (Key Stage 2)

Good Practice

In planning a programme of sex education, schools should remember the following points:

- Sex education should be available to all pupils, and should be part of a progressive programme that takes into account the needs, maturity and ability of each age group. At a minimum it should fulfil the requirements of the statutory curriculum.
- Sex education belongs not only in the science curriculum but also in PSHE. The issues can also be explored in RE, and as part of the schools' programme for the spiritual, moral, social and cultural development of pupils.
- Staff should receive appropriate training for the provision of sex education. It is important that all staff should support the aims of the programme.
- Outside speakers should not be used to replace the teacher but to provide an additional perspective on the subject.
- Teachers of different age groups should liaise with each other to ensure effective continuity in sex education as the children move up the school.
- Teachers should be sensitive to the wishes of parents and the beliefs of the local community, where the range of influences on and experiences of the children may differ from their own.
- Sex education in school should provide an opportunity for parents to talk to their children about the issues involved and about their own attitudes and values.

Can teachers opt out of teaching sex education?

Sex education needs a whole-school approach and every teacher needs to support their colleagues as well as being responsible for the elements they themselves are required to teach. There is no provision for teachers to opt out of teaching sex education because they find it difficult. However, headteachers and the board of trustees should be sympathetic to those who feel uncomfortable teaching sex education, for example on religious grounds.

Can children be taught in single sex groups?

It may be appropriate to teach some aspects of sex education in single sex groups, for example when discussing personal hygiene or to respect parents' cultural and religious beliefs. This decision should be included in the schools' sex education policy. Although single-sex groups may be desirable for some schools in addressing certain issues, it may not always be possible to provide teachers of the appropriate sex. This should not be seen as a reason to miss out certain aspects of the subject. Nor should the girls be taken to one side for at talked on menstruation while the boys play football.

What if a child tells me something?

Before doing any work on sex education it is important to discuss and agree ground rules with the children. Such rules should minimise embarrassment for them and discourage inappropriate personal disclosures. Effective ground rules help children to value each other's contributions and develop respect for each other. A useful rule might be 'not to talk outside the classroom about personal things mentioned by other people in the lesson'.

Teachers should remember that they can't promise absolute confidentiality. Work relating to sex education may give rise to disclosures about possible sexual abuse. In such cases the teacher should follow the school's child protection procedures

By the end of Key Stage 2*

Pupils will be able to:

- Express opinions, for example, about relationships and bullying
- Listen to, and support others
- Respect other people's viewpoints and beliefs
- Recognise their changing emotions with friends and family and be able to express their feelings positively
- Identify adults they can trust and who they can ask for help
- Be self-confident in wide range of new situations, such as seeking new friends
- Form opinions that they can articulate to a variety of audiences
- Recognise their own worth and identify positive things about themselves
- Balance the stresses of life in order to promote both their own mental health and well being and that of others
- See things from other people's view points, for example their parents and their carers
- Discuss moral questions
- Listen to, support their friends and manage friendship problems
- Recognise and challenge stereotypes, for example in relation to gender
- Recognise the pressure of unwanted physical contact, and know ways of resisting it.

Pupils will know and understand

- That the life processes common to humans and other animals include growth and reproduction
- About the main stages of the human life cycle
- That safe routines can stop the spread of viruses including HIV
- About the physical changes that take place at puberty, why they happen and how to manage them
- The many relationships in which they are all involved
- Where individual families and groups can find help
- How the media impact on forming attitudes
- About keeping themselves safe when involved with risky activities
- That their actions have consequences and be able to anticipate the results of them
- About different forms of bullying people and the feelings of both bullies and victims
- Why being different can provoke bullying and know why this is unacceptable
- About, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together.

Pupils will know and understand

- The diversity of lifestyles
- Others' points of view, including their parents' or carers

- Why being different can provoke bullying and why this is unacceptable
- When it is appropriate to take a risk and when to say no and seek help
- The diversity of values and customs in the school and in the community
- The need for trust and love in established relationships.

*Ofsted-“Sex and Relationships- A report from the Office of her Majesty’s Chief inspector of Schools