

Ladysmith Federation Sex and Relationship Education Policy

February 2015

Introduction

We have based our school's sex and relationship education policy on the DfE document, 'Sex and Relationship Education Guidance,' (ref DfE 0116/2000). In this document, sex education is defined as 'learning about physical, moral and emotional development. It is about understanding the importance of stable and loving relationships, marriage for family life, respect, love and care'. Sex and relationship 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 and relationship education as a means of promoting any form of sexual orientation.

Aims and objectives

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;

Context

We teach sex and relationship education in the context of the school's aims and values. While sex and relationship 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 and relationship education in the belief that:

- children should be taught to have respect for their own bodies;
- it is important to build positive relationships with others, involving trust and respect;
- sex and relationship education should be taught in the context of marriage and family life;
- sex and relationship education is part of a wider social, personal, and moral education process.

Organisation

We teach sex and relationship education through different aspects of the curriculum. While we carry out the main sex and relationship education teaching in our personal,

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social and health education curriculum, we also teach some sex education through other subject areas (e.g. science).

In PSHE we teach children about relationships, and we encourage them 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.

In Foundation and Key Stage 1 we teach children that 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. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

Year 1

Through the science curriculum children are taught to:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Year 2

Through the science curriculum children are taught to:

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

In Key Stage 2 we place a particular emphasis on health education, as many children experience puberty at this age. 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 conceived and 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. Teaching in Key Stage 2 uses the Channel 4 Living and growing materials.

Year 3 -Channel 4 Living and Growing Unit 1

Young children are introduced gently to issues relating to sex education through a study of topics that include living and growing, families and our bodies, growing up from baby to adult, naming of body parts, differences between boys and girls, and the relationships at home and at school.

Year 4 – Channel 4 Living and Growing Unit 2

This series of programmes explores the physical and emotional changes that take place at the onset of puberty and how we feel about ourselves. It considers some of the changes that are outside our control and the choices we face in others over which we have increasing control as we grow up. It reaffirms that puberty is a normal and natural process.

Secondly the programme examines the whole process of life cycles and reproduction, rites of passage, friendships and feelings. It emphasises the importance of living, caring relationships between couples and the value of the family and relationships within it.

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Finally the programme reviews relationships and feelings and investigates roles and responsibilities. It focuses on the development of the baby within the womb, the needs of the baby and the mother before the birth and the inheritance of physical characteristics. The whole unit enables children to make comparisons with their own development and to reflect upon their own relationships in positive ways.

Year Five/Six – Channel 4 Living and Growing Unit 3

In this series of programmes, the physical and emotional changes that take place for girls at the onset of puberty are reviewed, information is dealt with not only from a girl's point of view, but also in terms of what boys need to know. Menstruation is discussed and common problems faced by girls are given consideration.

In the same way, the programme reviews the physical and emotional changes in boys at the onset of puberty, and deals with the information, not only from the boys' points of view, but also in terms of what girls need to know. Sexual intercourse and problems commonly faced by boys are given consideration.

Finally, the development of relationships is examined and the images of sex created by the media and popular culture, and marriage. Conception and contraception are explored along with stereotypical attitudes towards sex and relationships. The unit enables children to make comparisons with their own development and to reflect on their own relationships in a positive way.

In order that children who have not watched and taken part in the teaching evolving from Units 1 (and 2) have a chance to catch up on information they may have missed, we will be asking older children to review and discuss the programmes for younger pupils, asking questions and commenting on their suitability for the younger children.

Boys and girls will watch the programmes together but can be split up afterwards for separate follow-up discussion with the class teacher. We shall attempt to deal with questions in a sensitive, open, frank and matter of fact way. Questions concerning homosexuality, sexually transmitted diseases and contraception will be answered if raised.

Children will first see these programmes in Y5, and then again in Y6, in order that they have the opportunity to develop understanding over a period of time.

Before the children see the programmes, parents will have the opportunity, on request, to view the programmes and comment on the content.

The role of parents

The school is well aware that the primary role in children's sex and relationship 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 cooperation.

In promoting this objective we:

- inform parents about the school's sex and relationship education policy and practice;
- answer any questions that parents may have about the sex and relationship education of their child;
- 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 given consistent messages about their changing body.

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Parents have the right to withdraw their child from all or part of the PSHE sex and relationship education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex and relationship 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 role of other members of the community

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.