

School policy on Sex Education

(in conjunction with Circular 5/94)

2004

Rationale

A policy is required following the requirements of Circular 5/94, which superseded Circular 11/87. It replaces the previous statement of policy produced by the Governors of this school.

Sex Education is a practical manifestation of the philosophy and ethos of a Church School at work. It involves determining attitudes, values and decisions about appropriate behaviour and the acquisition of knowledge about sex in an open, honest and caring manner.

Sex is not only a given fact of human existence, but in Christian belief, a gift of God as part of creation. It is important that, as they grow up, children come to an understanding of their own bodies, instincts and feelings. In this way they will be prepared for the opportunities, joys and responsibilities of permanent relationships with people of the opposite sex.

Misinformation and misunderstanding can lead to the diminution and distortion of human relationships, resulting in a debasing of human existence which has been given great value and status through the Incarnation of our Lord. Children from both happy and unhappy marriages and homes need to glimpse something of the wonder and security of family life as the proper context of sexual expression and to grasp the Christian values of acceptance, forgiveness and loving one another "as yourself". (Much helped by "Sex Education", by the National Society).

Purposes

1. To provide a secure foundation onto which we can build an understanding of personal relationships, healthy living and social skills.
2. To provide a context in which children can understand that their actions and behaviour can have an effect on others. Similarly we depend on others to develop as people.
3. To combat ignorance and to increase understanding by providing information about the physical, emotional and social aspects of human sexual development.
4. To reduce guilt and anxiety by increasing understanding and not seeking to establish unrealistic 'norms' such as the 'ideal' body as portrayed by the media.
5. To promote responsible sexual behaviour which reflects concerns for oneself and others and Christian beliefs which frame our ethos.
6. To help our children to protect themselves from sexual harassment and exploitation.
7. To help pupils to develop the ability to determine their own values within a Christian framework and to make decisions about their behaviour, by respecting others.
8. To facilitate opportunities to discuss sexual matters without embarrassment, but with honesty, openness and accuracy.
9. To develop appropriate knowledge, understanding and skills through styles of teaching and learning used throughout the school for other areas of the curriculum, in the knowledge that our children are likely to become parents and carers in the future.

10. To give children an equality of opportunity and access to the appropriate level of learning, irrespective of sex and ability. Sexual processes in boys and girls must be known by both sexes if complete understanding is possible.

Guidelines

Below is a list of curriculum guidelines covering areas we will wish to include at both key stages. This work will be taught as part of the cycle of topics prepared by either team and will be developmental. Certain aspects of the Key Stage 2 work have been allocated to 10/11 year olds (Y5/Y6).

Guidelines at Key Stage 1

- a. Know that humans develop at different rates and that human babies have special needs; changes as we grow.
- b. Be able to name parts of the body including the reproductive system and understand the concept of male and female.
- c. Know about personal safety, e.g. know that individuals have rights over their own bodies and that there are differences between good and bad touches; begin to develop simple skills and practices which will help maintain personal safety; saying no.
- d. Appreciate ways in which people learn to live and work together: listening, discussing, sharing.
- e. Know that there are different types of family and be able to describe the roles of individuals within the family.
- f. Understand the idea of growing from young to old; alive; death in animals and plants; loss and mourning.
- g. Acquire the skills of caring; initially for myself – hygiene, sleep, exercise.
- h. Understanding the importance of valuing oneself and others.
- i. Begin to recognise the range of human emotions and ways to deal with these; moods, feeling happy and sad.
- j. Begin to be able to co-operate with others in work and play, what we like or don't like about other people.
- k. Understand the need for and be able to practise simple personal routines, e.g. washing hands, cleaning teeth, using a handkerchief.

Guidelines at Key Stage 2

Ages 8-9

- a. Examine feelings, things which make us happy, sad, embarrassed, scared etc.
- b. Facing difficult situations such as teasing and bullying.
- c. Physical changes and development in both sexes.
- d. How babies grow, inside and outside the body.
- e. Keeping healthy - exercise, diet, immune system etc.

- f. Who our friends are, making and losing friends.
- g. Understand that actions and decisions have consequences for me and others; influences on me.
- h. Keeping safe; helping agencies which support both children and adults.
- i. Be aware that there are varied lifestyles experienced by members of the class in child rearing, e.g. cultural differences, parents' work routines, the need and importance of good parenting; how we feel about these differences.

Ages 10-11

- a. Understand that decision-making and risk taking will have consequences for oneself and others.
- b. Explore feelings about the future, especially about changing schools.
- c. Understand what is meant by "relationship" between families, between friends and in the community.
- d. Explore ideas about how families behave and what they expect of each other.
- e. Know about helping agencies, which can support families and individuals in different circumstances.
- f. Understand that individual responses to events will vary and respect other people's emotions and feelings; being assertive, not bullying.
- g. Know that there are many different patterns of friendship, be able to talk about friends with important adults.
- h. Understand that meaning of friendship and loyalty and begin to develop skills needed to form relationships.
- i. Know the needs of the old and ill; understand what happens with death.
- j. (Understand the need for, and where allowed to, accept responsibility for personal cleanliness).
- k. Begin to know about and have some understanding of the physical, emotional and social changes, which take place at puberty.
- l. Know the basic biology of human reproduction and understand some of the skills necessary for parenting.
- m. Know and understand how changes at puberty affect the body in relation to hygiene.
- n. Things that go into my body to help (e.g. good food, some medical drugs etc.) and to harm (e.g. some drugs, cigarette smoke, poison).
- o. Explore about health and sexuality from the media.

N.B. bracketed notes refer to Health Education.

1. Date approved for implementation by the Governing Body: Spring 2000
2. Date for review: Spring 2005