

RAWCLIFFE BRIDGE PRIMARY SCHOOL

SEX EDUCATION POLICY

Contents

1. Introduction
2. Philosophy of Sex Education in the Primary School
3. The Nature of Sex Education
4. Spiritual, Moral, Social and Cultural Development
5. Equal Opportunities
6. Special Needs Provision
7. The Teaching of Sex Education in Rawcliffe Bridge School
8. Planning the Sex Education Curriculum
9. Resources
10. Assessment
11. Long Term Planning

Introduction

Sex Education provides a positive approach to enabling young people to grow up as responsible people. It is not just about human biology and how the reproductive system works. This policy document has been written following guidelines set down by the East Riding Authority regarding the teaching of this subject.

Philosophy of Sex Education in the Primary School

Sex Education begins in the early years and must be delivered consciously and unconsciously by parents, teachers, other adults in the school and by their peer group. It is not a topic which can be dealt with in a one-off lesson but developed by a whole school approach. The primary school aims to promote respect between boys and girls and to prepare them to cope with the physical and emotional challenges of growing up. Sex Education is about relating to other people, respecting rights and feelings of others and developing loving, caring relationships as friends, parents and members of a family. It also involves learning how to say no to unwanted sexual advances and how to protect oneself from abuse and exploitation. Sex Education should respect religious, cultural and moral codes. It must also give them an understanding of what is happening to their bodies during puberty.

The Nature of Sex Education

1. To make children familiar with the terminology of human body parts and to feel comfortable with their own body and various biological functions. To have an awareness of changes through puberty and to understand this is another stage in growing up.
2. To understand plants and animals need to reproduce if the species are to survive and that reproduction is a common life process.
3. To promote understanding and respect between people.
4. To teach children strategies for dealing with unwanted attention.
5. To teach children to be trustworthy and to know whom they can trust.

Spiritual, Moral, Social and Cultural Development

Spiritual

Children are taught that all life is a gift from God. They should be given opportunities to feel the awe and wonder of new life, whether in the visit of a new baby or a plant growing in the garden.

Moral

Children are taught to be responsible for formulating a personal code of conduct, which would be acceptable in the wider community.

Social

Children are encouraged to live peacefully, to relate well to each other and to solve disputes without turning to physical or verbal abuse. Children are shown the importance of happiness and those friendships and relationships need to be constantly nurtured and built on a foundation of trust.

Cultural

Children are shown that there are many types of families and that all are equally important. They are taught the importance of the nucleus and extended family. They hear of and sometimes meet children of other cultures that live in different family groupings.

Equal Opportunities

Children understand that all life is of equal value regardless of race, sex, age or wealth. All children in the school have opportunity to sex education appropriate to their age.

Special Needs Provision

The children in the Special Needs groups are integrated into the mainstream classes for sex education. If any teacher thought there was a specific problem with a child in this area then the school nurse would be informed and asked for appropriate help and guidance. This would probably involve the school nurse working with the individual, a group or a class to solve the problem.

The Teaching of Sex Education in Rawcliffe Bridge Primary School

Sex Education is taught within the R.E., Science and PSHCE curriculum areas. It is taught following guidelines set down by the Local Education Authority. The school nurse visits girls in Year 5 in June each year and talks to them about the onset of menstruation and gives them advice on how to handle this at school. Children in Year 6 have a series of lessons in June, which are taught between the Year 6 staff and the school nurse. These lessons are about puberty in boys and girls. Before this work is started in Years 5 and 6, consent needs to be attained from either the parent or guardian, in order that the child can take part in the lessons.

Some areas are mentioned but not covered in detail, as we do not feel they are appropriate for primary age children. They are sexual intercourse, contraception and homosexuality. Questions in these areas will be answered in as much detail as needed to answer the child but these areas will not be part of the taught curriculum. (If there was a specific problem in any of these areas with a child the school nurse would be asked to come in).

Planning the Sex Education Curriculum

As Sex Education is taught within the R.E., Science and PSHCE curriculum areas, the planning in those areas includes provision for Sex Education. This provision will be seen in long term plans, medium and short term plans, but will come under the headings of R.E., Science and/or PSHCE, and not with the heading Sex Education. The work is planned on a two year rolling programme.

Resources

Resources applicable to a particular year group are kept in the Science areas or R.E. box. Other teacher information is kept in the staff room.

Assessment

It is not appropriate to assess a child's development in Sex Education. However, life processes common to all animals will be assessed in Science.

Long Term Planning:

FS and KS1

R.E./PSHCE Curriculum

Looking at families, recognising different family structure.

Roles around the home.

Whose job is it?

Brothers and sisters.

Boys and girls playing together.

Being a good friend.

Belonging to a family.

Celebration of Christenings and Weddings

Science Curriculum

Birth of baby animals (visit to a farm)

Exploring eggs

Ourselves, parts of the body, their development since a baby.

Looking at differences and similarities between people

Animals have common needs

The importance of exercise, sleep and a balanced diet

Adults have babies, which grow into children

Year 3 and Year 4

R.E./PSHCE Curriculum

Care and concern for others

Science Curriculum

Common life processes to all animals.

Taking care of pets.

Minibeasts and their habitats.

Plant life.

Year 5 and Year 6

R.E./PSHCE Curriculum

Visit from the school nurse to talk about menstruation with the girls.

Making the correct choices, devising strategies to deal with unwanted peer pressure.

Science Curriculum

Plant life and the necessity to reproduce its species.

Changes in the human body at puberty.

Reasons for these changes.

Growth of a human baby.

The needs of a baby in the first few months of life.