

South Otterington Church of England V.C. Primary School



Sex Education Policy 'Learning for Life'

Spring 2012
Review: Spring 2015

Learning for Life Policy

Aims of 'Learning for Life' education programme

At South Otterington Church of England School we believe that the 'Learning for Life' and sex education will be developmental and a foundation for further work in the secondary school.

The work undertaken will contribute to the requirement of the Education Reform Act 1988 and the revision of the National Curriculum 2000 that the school curriculum should be one which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and
- Prepares such pupils for the opportunities, responsibilities and experiences of adult life.

The school will work towards this aim in partnership with parents.

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

Morals and values

The sex education programme will reflect the school ethos and demonstrate and encourage the following values:

- Respect for self;
- Respect for others;
- Responsibility for their own actions;
- Responsibility for their family, friends, school and wider community.

The policy agreed by *Governors* and parents requires the school to teach sensitive issues with "due regard to moral considerations and the value of family life". Any sex education provided will be matched to the maturity of the pupils involved, which may not always correspond to their chronological age.

In our school, the aim will be to prepare pupils to cope with the physical and emotional challenges of growing up and to give them an elementary understanding of human reproduction. Pupils' questions will be answered sensitively with due consideration being given to religious and cultural factors and to parents wishes as to the explicitness of the concepts and presentation used.

Content headings for school sex education programme

The 'Learning for Life' programme will:

- Provide information which is easy to understand and relevant and appropriate to the age and maturity of the pupils;
- Include the development of communication and social skills;
- Encourage the exploration and clarification of values and attitudes.

Sex education will be taught in the context of relationships. Topics and themes will be repeated from year to year in greater depth taking account of the pupil's development and the spiral curriculum concept.

The content of the programme has been drawn from the HEA Primary Project for health education and the Family Planning Association *Sex Education: Why, What and How?*

'Learning for Life' at Key Stage 1

Attitudes:

- Value oneself as a unique individual.
- Develop respect for self and others.
- Develop simple rules for co-operative working and social living.
- Appreciate ways in which people learn to live and work together.
- Feel confident about talking about human bodies.
- Feel confident about talking about feelings, emotions.

Skills:

- Be able to demonstrate regular participation in physical activity.
- Making and sustaining friendships working co-operatively with others.
- Develop, describe and apply simple practices to help keep them safe.
- Be able to care for young animals for a limited time.
- Through language be able to talk, listen, share, discuss, question, negotiate.
- Through relationships be able to work in a group, work alone, respond sensitively in caring for others and young animals, accept personal responsibility for tasks.
- Be able to give help, support and advice to others; be able to predict consequences of actions.

Most of this section is covered in the Science scheme of Work.

Knowledge and understanding:

- Know correct names for external parts of the body and the reproductive system.
- Understand physical differences between males and females.
- Know that humans grow and develop at different times.
- Understand the idea of growing from young to old.

- Know that babies have particular needs and be able to talk about these and how they may be met.
- Know about different family types. Be able to talk about the roles which individuals in families may take on.
- Know about ceremonies associated with birth, marriage and death. Be able to talk about emotions associated with loss. (N.B. loss can be of anything, material or human, temporary or permanent).
- Know about personal safety; about right to personal space and how to keep safe.
- Know the differences between good and bad touches and how to ask for help, who to tell.
- Begin to understand about disease, infections and their transmission.
- Understand and apply simple rules for keeping safe.

Learning outcomes for Key Stage 1:

The following statements are offered as illustration of learning outcomes for SRE for each key stage. They give a basis for planning work to develop knowledge and understanding, values and attitudes and personal skills in SRE. They draw on DfE and other guidance on SRE and they reflect elements of the non-statutory framework for PSHE. Those statements marked with an asterisk are part of the National Curriculum science requirements.

By the end of Key Stage 1

Pupils will be able to:

- recognise and compare the main external parts of the bodies of humans*
- recognise similarities and differences between themselves and others and treat others with sensitivity*
- identify and share their feelings with others
- recognise safe and unsafe situations
- identify and be able to talk with someone they trust
- be aware that their feelings and actions have an impact on others
- make a friend, talk with them and share feelings
- use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

Pupils will know and understand:

- that animals, including humans, grow and reproduce*
- that humans and animals can produce offspring and these grow into adults*
- the basic rules for keeping themselves safe and healthy
- about safe places to play and safe people to be with
- the needs of babies and young people
- ways in which they are like and different from others
- that they have some control over their actions and bodies
- the names of the main external parts of the body including agreed names for

sexual parts

- why families are special for caring and sharing.

Pupils will have considered:

- why families are special
- the similarities and differences between people
- how their feelings and actions have an impact on other people.

'Learning for Life' at Key Stage 2

Attitudes:

- Value oneself as a unique individual.
- Be able to show respect for self and others.
- Appreciate and apply rules for co-operative working and social living within the school and outside.
- Appreciate ways in which people learn to live and work together.
- Understand varied lifestyles. Be able to explore feelings about differences and similarities.
- Appreciate the right of others to hold and express different views.
- Make and sustain friendships - explore what makes friendship special.
- Feel confident about talking about our bodies.
- Feel confident about talking about feelings, emotions, e.g. being happy, sad, embarrassed, scared, apprehensive, etc.
- Explore feelings about the future - changing bodies, changing schools, changing friends, etc.

Skills:

- Make and sustain friendships.
- Work co-operatively with others.
- Show understanding of and be able to demonstrate simple techniques for resisting pressure from friends and others.
- Express feelings through being assertive not by bullying or aggression.
- Continue to apply practises for keeping safe.
- Be able to make simple choices and predict possible outcomes.
- Language: be able to talk, listen, share, discuss, question, negotiate.
- General: work in a group, work alone, accept personal responsibility for simple tasks, be able to assess options, predict outcomes and increase personal confidence.

Much of this section will be covered in the Science Scheme of Work (those marked with an asterisk)

Knowledge and understanding:

- Know the basic biology of the human body.*
- Know the basic biology of human reproduction.*
- Know how changes at puberty affect personal hygiene.*

- Know about the physical, emotional and social changes associated with puberty in boys and girls in particular that:*
 - The rate of change varies and that individuals start and finish at different times and that the process may be slow;
 - Girls usually start developing earlier than boys;
 - Growth spurts of height and weight can result in being unco-ordinated and feeling and being clumsy;
 - Changes in hormones can affect mood and emotions and that people can start to have sexual feelings;
- Know about non-infectious, (e.g. heart disease, cancer, diabetes, arthritis) and infectious diseases, (e.g. colds, 'flu, measles)*
- Know how we can keep ourselves safe from infectious diseases*
- Know how children develop from birth to 5+*
- Understand some of the particular needs of people who are young, old or ill.*
- Understand some of the skills necessary for parenting.
- Be aware that there are different patterns of child-rearing.
- Be aware of cultural practices regarding personal hygiene.
- Know about ceremonies associated with birth, puberty, marriage and death in different cultures.
- Be able to talk about emotions associated with loss.
- Understand about relationships and how they differ in families, in communities and with friends.
- Understand about loyalty and trust in relationships and friendships.
- Know that actions have consequences and that rights also attract responsibilities.
- Understand that individual responses to events will vary.
- Know about helping agencies which can support families and individuals.

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 a 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 viewpoints, 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 have considered:

- 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.

Organisation of 'Learning for Life' programme

The co-ordinator of the 'Learning for Life' programme is the Headteacher in close co-operation with all members of staff. Our 'Learning for Life' programme will be taught by all staff as:

- Part of the Science Curriculum;
- Within PSHE, RE and Citizenship;
- Where necessary as a specialised lesson;
- Through pastoral time;
- Addressed occasionally in Assembly time;
- Through occasional visits from the school nurse, parents and younger or older siblings;
- Through the use of story time, circle time.

Good sex education is about relationships as well as biology. It embraces the needs of all pupils, recognising their diverse backgrounds and special educational needs. It develops

and explores knowledge, skills, attitudes and values around a range of topics. Teaching methods which involve discussion and participation have been found to be the most effective.

Teaching methods

Active learning methods which involve children's full participation will be used. Single gender groups will be used as deemed appropriate and relevant. All members of staff are committed to delivering the programme.

Resources

The range of material used will be available for review on request to the Headteacher. Books are available to the children in the library.

Evaluation of the programme

Elements of sex education in the science curriculum will be assessed formally.

Specific issues statements

Working with parents

The school is committed to working with parents. Under the Education Act 1993 pupils can be withdrawn by their parents from part of sex education that is outside the compulsory elements of sex education in the Science National Curriculum.

Parents who request that their children are withdrawn will be invited to discuss their concerns with the headteacher. Hopefully a more detailed explanation or minor modification to the scheme will reassure them that our programme is suitable for their children.

Parents who do decide to withdraw their children need to understand that the right of withdrawal does not apply to the National Curriculum or to discussion of sexual matters which arise incidentally in lessons outside the planned programme.

Child sexual abuse

The school has a child protection policy and procedure which is available on request.

Helping Pupils who want advice about Personal Problems

Teachers have always tried to help pupils who are experiencing difficulties with relationships. This may involve staff discussing sexual matters with children at the top end of the primary school. If this happens teachers should:-

1. Encourage pupils to discuss their concerns with their parents.
2. In extreme cases inform pupils where to seek confidential advice and treatment.
3. Give advice to pupils who have not been withdrawn from sex education within the bounds of their own professional role.

4. Involve the school nurse - pastoral care.

However teachers should not promise pupils confidentiality (see school policies on Child Protection and Bullying)

Answering difficult questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly, and can be addressed individually later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the headteacher if they are concerned.

Use of visitors

There are various people who can resource and support school based sex education. These people may include parents, the school nurse, religious or health professionals.

Procedures for policy monitoring and evaluation

The policy will be reviewed using a consultative process which identifies teachers', pupils' and parents' feedback on the sex education programme.

Equal opportunities

We, at South Otterington Church of England Primary School, are committed to working towards equality of opportunity to all aspects of school life. We view equal opportunities in the widest possible sense as embracing the well-being, contribution and development of all the school community irrespective of gender, race, religion, ability, disability, age or socio-economic group.

Dissemination of the policy

All staff members and governors will receive a copy of this policy. Several copies are available for loan from the school office on request. A short summary of this policy is included in the school prospectus. This policy has been fully discussed in a parents governors' meeting and staff meeting.

Appendix 1: Information for parents

Dear Parents and Carers,

'LEARNING FOR LIFE'

The Governing Body has been reviewing the 'Learning for Life policy'.

The Governors are aware that great care must be taken to match any sex education provided to the maturity of the pupil involved, which may not always correspond to their chronological age. At this stage the aim should be to prepare pupils to cope with the physical and emotional challenges of growing up.

The Governors hope that they get maximum support for the programme from parents and to this end you are invited to view the teaching programme and rationale for sex education: a paper copy is available in the school office for your perusal. Governors would welcome comments from parents on this policy.

The Governing Body would stress that Section 241 of the Education Act 1993 gives parents the right to withdraw their children from any or all parts of a school's programme of sex education, other than those elements which are required by the National Curriculum Science Order.

Please return any comments or observations to the school. Mrs Williamson would be happy to discuss any queries.

Yours sincerely,

Mrs H. Fielding
Chair of Governors