



CLAREMONT PRIMARY SCHOOL RELATIONSHIP & SEX EDUCATION POLICY

Reviewed by: Teaching and Learning Team

Date: February 2017

Next review: Spring 2019

In all our work in this area Claremont makes careful consideration of age appropriateness.

Aims

- To provide reassurance that physical, emotional and social changes are normal and acceptable
- To counter myths and misinformation – to examine opinions and encourage discussion
- To inform the children of the changes that male and female bodies undergo during puberty
- To inform the children what happens when sexual intercourse takes place
- To explain to the children that sexual intercourse can lead to pregnancy
- To emphasise the value of sex within a stable loving relationship where care and respect are paramount
- To encourage awareness, respect and responsibility to oneself and to others

Objectives

- To provide opportunities for pupils to acquire knowledge and understanding about sex
- To build pupils' self esteem
- To enable those who have concerns, to be able to ask for help
- To develop and equip pupils with the knowledge, attitudes and skills necessary to avoid peer group pressures

Principles of teaching and learning – two aspects to sex education

Knowledge

- How bodies change during puberty
- Facts about reproduction and birth
- Education about sexuality and relationships

Life skills

- Develop the skills of independent thinking
- Develop attitudes towards sex that are based upon facts
- Build self esteem
- To see the value of sex within a stable loving relationship where care and respect are paramount
- Become assertive eg younger pupils learn to be decision makers, whilst older children learn the importance of saying no and saying what they feel. Ultimately all ages learn to take responsibility
- Deal with peer group pressure and any dangers arising from strangers OR people they know.
- In teaching sex education teachers will use a range of teaching strategies, including discussion work, debate and circle time
- Children will be informed about the PANT rule from the NSPCC. Children will understand that: **P**ants are private, **A**lways remember your body belongs to you, **N**o means No, **T**alk about secrets that upset you, **S**peak up someone can help
- Please refer also to our e-safety policy (section 3.5 - pupils use of social media) and information sent to parents
- **Please note that parents must always be given the opportunity to view the DVDs shown in Y5/6, and to withdraw their child from viewing the material. Any parent has the right to withdraw their child from any aspect of Sex Education**

Equal Opportunities

- The School's equal opportunities policy applies to sex education
- Teaching materials should reflect the cultural and ethnic diversity of British society
- Try to avoid stereotyping in terms of gender and race
- The School makes every effort to respect pupil's religious beliefs

Differentiation and special educational needs

- Lessons should be planned to take account of pupil's age, experience and maturity
- Teachers may need to provide different resources, activities or support materials for SEN pupils
- Where pupils IEPs identify targets relating to their personal development, the teacher should ensure that opportunities are planned to support pupils in achieving these

Breadth and balance

The contents and structure of our sex education scheme of work represents a broad and balanced approach to the teaching of knowledge, skills, understanding, attitudes and feelings. Breadth and balance is achieved through a variety of teaching strategies, use of external visitors, coupled with a wide range of pupil centred tasks.

Cross-curricular links

Sex education has many cross-curricular links, in particular the national curriculum science programmes of study. However, the development of life skills is a theme throughout the school within the programme for personal, social and health education and is enshrined in the values, which underpin the ethos of the school.

Use of visitors

Where appropriate, the school will work closely with external agencies such as sex education advisors and the school nursing service eg NSPCC

Outline of Scheme of work

KS1

The early foundations for sex education need to be laid and developed with younger pupils (5-7) by exploring several basic and important concepts. This will be as a result of following the interests and spontaneous questions of children and utilising curricular opportunities to explore these ideas.

- Understand the general similarities / differences between human beings and other mammals, birds, amphibians etc
- Living things come from living things and Like comes from like
- Human babies (as with other mammal babies) grow inside their mother before they are born
- Both male and female are needed to make babies of all mammals
- Babies grow in different ways after they are born and have to be cared for by adults - they need care, love and protection

KS2

It is also important that sex education should go further than answering children's questions as they arise. The carefully planned and developmental programme of sex education will continue formally in the Juniors and consider the associated facts, opinions and feelings discussed at the earlier stages. The videos deal sensitively with issues that children may already have, or soon will encounter. They are introduced in a child-friendly way, with the majority presented by children of a similar age.

- Y3/Y4 will focus on mammalian life cycles and habitats to compare and contrast these with the human life cycle and circumstances
- Young children's interest in themselves and their families, and in animal reproduction will be developed
- Children will gain an elementary understanding of the working of their bodies, with the introduction of the correct vocabulary
- Sex education will always be presented in the context of loving relationships and respect for others
- An awareness of the proportion of children who have already experienced the break up of their parents' relationship will be taken into consideration in trying to inculcate the value of stable responsible relationships
- Y5/Y6, both boys and girls, should know about the physical changes which will effect them as they approach puberty

- Information about these changes including menstruation, will be explained and discussed in both mixed and single sex groups
- During Y6, the class teachers talk to pupils about puberty and personal hygiene. Girls will be introduced to the importance of the correct use of sanitary towels or tampons and the need to change them frequently
- The DVD viewings and discussions are undertaken in same sex groups with staff member of the same gender where possible.
- The emphasis will be on the expected addition to a family and the roles that all members play in preparing for the birth of a baby
- The importance of knowing about self and others - feelings and emotions within the context of relationships with family, friends and other significant groups such as their peers will be discussed
- It is recognised that there is a variable, but definite gap, between children's ability to understand the biological details and their natural awareness of the emotional situations that sooner or later complicate these facts
- A difficult dilemma exists for teachers when teaching this material to this particular age group, thus teachers will endeavour to discuss such related issues only if or, as they appear relevant to particular groups of children or individuals as appropriate.

Resources that teachers may use:

Living and Growing videos and resource books from Channel 4 Learning. These 9 linked TV programmes cover the following aspects:

Unit 1 Covered with discussions within units 2 and 3

1. Differences: the human life cycle, differences between male and female, naming of parts of the body.
2. How did I get here? How a baby develops inside the womb.
3. Growing up: how we change as we grow.

Unit 2 9 – 10 year olds (Y5)

1. Physical and emotional changes (how we change; what do we know? past, present, future; puberty)
2. How babies are made (lifecycles; fertilisation; animation of making a baby; family relationships)
3. How babies are born (what is love? Healthy families, actual birth of a baby)

Unit 3 10 - 11 year olds (Y6)

1. Girl Talk (periods, myths, facts, maturation, relationships)
2. Boy talk (sperm, ejaculation, myths, facts, maturation, sensitivity)
3. Let's talk about sex (first time, puberty, contraception, love and marriage)