



Stakesby Community Primary School

Sex Education Policy 2014

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Date of Policy Creation Date of Policy Update	March 2014	Responsibility	Governing Body
Date of Policy Adoption by Governing Body		Signed	
Method of Communication (e.g Website, Noticeboard, etc)			

Who is this policy for?

This policy is for:

- staff
- parents/carers
- governors
- visitors to the school.

This policy is referred to in the school's prospectus where parents and carers are also informed of their right to withdraw their child from SRE lessons. A free copy of the SRE policy is available on request from the school.

What are the principles behind this policy?

1. Our children are bombarded with information about sex and relationships from a variety of sources, much of which is inaccurate or 'unhealthy'. We aim to counterbalance these messages by providing accurate information as part of a supportive programme.
2. We recognise that parents/carers are the key people in teaching their children about relationships, growing up and sex. We aim to work in partnership, consulting them about the content of the programme. In fact, we hope our programme will act as a catalyst for children and carers to discuss these issues together.
3. We support the principles of family commitment, love, respect and affection, knowledge and openness. We do not promote any one model of family, recognizing that there are a variety of family structures based on different approaches including sexual orientation.
4. We want to provide children with information to support them through the often challenging changes of puberty. This is best done as, or before, the changes begin to happen - in primary school. For this reason, the programme is taught from Year 5 onwards.
5. Children who are shown from an early age that body matters and sex can be talked about sensitively and positively, become comfortable talking about issues when they are older. This increases the likelihood that they will behave responsibly in their later sexual relationships because this responsibility usually requires some kind of communication - with a partner or with medical services.
6. Legal requirements:
The law states:

- a) 'The governing bodies of schools are required to keep an up-to-date SRE policy that describes the content and organisation of SRE provided outside the National Curriculum Science Orders.'
- b) 'Parents/carers have the right to withdraw their children from SRE lessons.'

7. Equal Opportunities and Inclusion

We are committed to ensuring that our provision is inclusive of all pupils. Equal time and provision will be allocated to all pupils to accommodate diversity in terms of gender, religion, language, race, social background, culture, appearance, family set-up, special needs, ability or disability.

8. Linked policies

This policy links to the following other policies held in school:

- Confidentiality Policy
- PHSCE Policy
- Child Protection Policy
- Drug Education Policy
- Teaching and Learning Policy
- Inclusion Policy

What do we hope to achieve?

This policy forms part of the PHSCE policy for the school and as such aims to develop:

Personal and Social Skills

- the skills needed to manage emotions and relationships confidently and sensitively;
- the ability and confidence to make positive, informed choices;
- the ability to take responsibility for, and accept the consequences of, their own choices
- the skills to recognise inappropriate/uncomfortable situations with their peers and adults- and know where to go for support

Attitudes and Values

- positive self-esteem, self-awareness and emotional health;
- a positive attitude towards their body and sexuality
- an understanding of their own and others' rights over their own bodies including the right to be free from abuse
- the value of family life, stable and loving relationships
- the positive nurture of children
- a positive attitude towards difference and diversity;

Knowledge and Understanding

- knowledge of physical and emotional development at appropriate stages
- accurate information about bodily changes during puberty

- accurate, age-appropriate information about reproduction, sexuality and personal health
- the confidence and know-how to seek help and advice

What will the content be?

The programme aims to cover the following topics:

- the physical and emotional changes of puberty
- naming sexual organs
- personal hygiene
- changing relationships as we grow up
- developing a positive body image
- how to find help and support
- challenging homophobia
- considering media messages
- sexual images and the internet
- 'sexting'
- considering rights and responsibilities

Other topics that may also be covered (depending on children's questions):

- sex and reproduction (age appropriate information)
- challenging sexual stereotyping
- aspirations and how we might see our futures
- different types of relationship
- developing emotional literacy
- peer influence and peer pressure
- raising self-esteem and increasing self-awareness
- exploring friendships - making, valuing and maintaining them
- challenging assumptions, stereotyping and prejudice
- communication skills - saying 'no', being assertive and dealing with conflict, negotiation and appreciation.

The programme will not normally cover the following topics, unless the teacher feels it appropriate for an individual or group.

- Contraception
- AIDS/HIV
- Other sexually transmitted diseases

The programme will not cover the following topics:

- Explicit discussions of sexual intercourse

How will we organise it?

- The programme is delivered over 8 sessions by school staff who will be assisted for two of the sessions by a nurse/practitioner/doctor (if available).

- Details of the 8 sessions are included as Appendix 1.
- Some of the sessions are delivered to both boys and girls and some to single sex groups.
- Parents/carers are informed of the programme by letter. This sets out the intended programme and details of recommended websites. Parents are encouraged to 'follow up' the school programme with discussions at home, possibly using the websites.
- Parents/carers have the right to withdraw their child from all or part of the programme. Those parents/carers wishing to exercise this right are invited to discuss their objections and concerns, and to reflect on the impact withdrawal may have on the child. Once a child has been withdrawn, they cannot take part in the programme until the request for withdrawal has been removed.

What other issues are there?

- Confidentiality
As a general rule, a child's confidentiality will be maintained by the teacher or member of staff concerned. However, if we believe that the child is at risk or in danger, then the guidelines set out in our Child Protection Policy will be followed. This may include situations where we would pass on information about a parent/carer breaking the law if it were disclosed to us - even if the child was at no risk from harm.
- Sexually explicit questions
Staff:
 - use a question box (a box in the classroom to which pupils can 'post' written questions).
 - answer only those questions that relate directly to the agreed programme and encourage pupils to ask their parents/carers any question outside the planned programme;
 - make it clear, through ground rules, that nobody should ask personal questions;
 - use their professional judgement whether to answer questions in front of the whole class or individually;
- Ground Rules
 - a) No personal questions (in either direction)
 - b) The correct terms for body parts are used
 - c) No offensive 'slang' words are used
 - d) All groups learn about both sexes sometimes in mixed sex groups and sometimes in single sex groups
 - e) Confidentiality is maintained, except where a pupil is perceived to be at risk of harm- in which case, another adult is consulted.
 - f) Strategies are used to defuse embarrassment

	Who?		Aims of session	Activities
Session 1	Two members of staff including the class teacher	boys and girls	Introduce Ground Rules Know and use the correct names for body parts	Ground Rules - agree together what will be allowed and what won't. Overview of the 6 sessions. View video clip - 'Changes' Chance to post questions in the 'question box' Play game in small groups to match correct names to body parts on A3 sheets. (home made) Introduce online information website - www.TheHormoneFactory.com http://www.bbc.co.uk/science/humanbody/body/
Session 2	Two members of staff including the teacher (female if poss)	girls	Know about the physical and emotional changes of puberty - girls	Review Ground Rules Overview of remaining 5 sessions Review names of body parts. View video clip - 'Girl Talk' Chance to post questions in the 'question box' Complete 'How do you feel about puberty?' p41
	Two members of staff including the teacher (male if poss)	boys	Know about the physical and emotional changes of puberty - boys	Review Ground Rules Overview of remaining 5 sessions Review names of body parts. View video clip - 'Boy Talk' Chance to post questions in the 'question box' Complete 'How do you feel about puberty?' p41
Session 3	Two members of staff including the teacher (female if poss)	girls	Know about the physical and emotional changes of puberty - boys	Review Ground Rules Overview of remaining 4 sessions View video clip - 'Boy Talk' Chance to post questions in the 'question box' 'Puberty - True or False' activity p39

	Two members of staff including the teacher (male if poss)	boys	Know about the physical and emotional changes of puberty - girls	Review Ground Rules Overview of remaining 4 sessions View video clip - 'Girl Talk' Chance to post questions in the 'question box' Puberty - True or False activity p39
Session 4	Two members of staff including the teacher (female if poss)	girls	Answer any questions that have arisen from the previous 3 sessions - from the 'question box'	Review Ground Rules Overview of remaining 1 session Recap activity - 'Changes of Puberty' - matching activity p38 Questions from the question box (duplicated) and/or discussion
	Two members of staff including the teacher (male if poss)	boys	Answer any questions that have arisen from the previous 3 sessions - from the 'question box'	
Session 5	Class teachers and school nurse and male practitioner (if poss)	boys and girls	Input from School Nurse Answer any further questions Evaluate the sessions	(Initially in single sex groups) Review Ground Rules Agree in groups (mixed) - What went well and what could be done better next time.
Session 6	Normal class time	Boys and girls	Ensure that children have clear understanding of good/bad touch and their rights over their own body. Reinforce how to keep safe on the	Recap of NSPCC work done in Autumn term http://www.nspcc.org.uk/help-and-advice/for-parents/keeping-your-child-safe/the-underwear-rule/the-underwear-rule_wda97016.html Activity - 'The rights over your own body' p67 Discuss dangers of sexting and how to handle

			internet and what to do if inappropriate images appear. Discuss 'sexting'	inappropriate images on the internet.
Session 7	Normal class time	Boys and girls	Ensure that children are aware of different types of sexuality and the need to respect individuality.	Remind Ground Rules Use 'Sexuality' - p66 as a basis for discussion.
Session 8	Normal class time	Boys and girls	Ensure that children discuss how to be comfortable in their own bodies, including the effect of the media on body image.	Remind Ground Rules Use 'What does the media say to us' p68 And 'The alternative guide to attractiveness' p69