

HEMDEAN HOUSE SCHOOL



POLICY ON SEX & RELATIONSHIPS EDUCATION

Reviewed 2013 in consultation with teaching staff and school council members.

Aims of Sex Education in School

Sex education is an entitlement of all pupils, being an integral part of each pupil's emergence into adulthood. We believe that effective sex education is best achieved through a whole school approach and is appropriately set for the age and maturity of the pupils. We comply with the National Science Curriculum, which sets out what should be taught at the different Key Stages. We also believe that the effective delivery of Sex and Relationship Education should be founded in the PSHE and Citizenship framework because it is a curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of the pupils at the school and in the community;
- prepares the pupils for opportunities, responsibilities and experiences of adult life and teaches the importance of stable and loving relationships, respect, love and care.

At the **Primary** stage the aim of sex education is to prepare pupils to cope with the physical and emotional challenges of growing up, and to give an elementary understanding of human reproduction. In the early primary years, education about relationships focuses on friendship, bullying and building self-esteem. Pupils need to be given accurate information and helped to develop skills to enable them to understand individual differences and respect themselves and others, for the purpose also of preventing and removing prejudice, and to be aware of the value of family life and the need for stable relationships for the nurturing of children.

For **Secondary** pupils sex education teaches about relationships and the responsibilities of parenthood as well as the facts about human reproduction. It builds self-esteem and give young pupils a clear understanding of the arguments for delaying sexual activity and resisting pressure. It provides pupils with information about different forms of contraception, safe sex and to understand how the law applies to sexual relationships. We believe that effective sex and relationship education at this stage can reduce the incidence of teenage pregnancies.

Parental right to withdrawal

The law states that a compulsory programme of sex education including teaching about HIV and AIDS and other STDs must be provided for all pupils of secondary school age. This law also gives the parents the right to withdraw pupils from sex education at any age, except for those topics which form part of the Science National Curriculum. Where possible, parents are informed by letter in advance, stating the content of the sex education to be taught.

Content

The content of the sex education programme is a combination of:

- statutory requirements of National Curriculum Science; and
- recommended content of the Sex and Relationship Education Guidance (DfE 2000)

Key Stage 1 Years 1-2

Pupils should be taught: (National Curriculum)

- that humans move, feed, use their senses and reproduce;
- to name external parts of the body;
- that humans grow from babies into children and then into adults, and that adults can produce babies;
- to recognise similarities and differences between themselves and other pupils.

Pupils should:

- know that humans develop at different rates and that babies have special needs;
- be able to name the parts of the body and to understand the concept of male and female;
- know about personal safety, know individuals have rights over their own bodies and there are differences between good touches and bad touches, start to develop basic skills and practices which help to maintain personal safety;
- appreciate ways people work and live together: listening, discussing, sharing;
- know different types of families and be able to describe the roles of individuals within the family;
- understand the importance of valuing oneself and others;
- begin to recognise the range of human emotions and how to deal with them.

Key Stage 2 Years 3-6

Pupils should be taught: (National Curriculum)

- that there are life processes common to all animals;
- the main stages of the human life cycle;

Pupils should:

- begin to know about and have some understanding of the physical and emotional and social changes that take place in puberty;
- know and understand how the changes of puberty affect the body in relation to hygiene;
- know the basic biology of reproduction and understand some of the skills necessary for parenting, the role of mother and father;
- learn to manage conflict; being able to ask for help and support;
- learn to make choices which develop healthier, safer lifestyles;
- develop self respect and empathy for others;
- know that there are different patterns of friendship; develop confidence in talking , listening and thinking about feelings and relationships
- know within any environment there are people with different attitude values and beliefs and that these influence people's relationship with each other.

In the transition year before moving to secondary school boys and girls are taught about:

- changes in the body related to puberty, such as periods and voice breaking;
- when these changes happen and what issues may cause young people anxiety and how they can deal with these;
- how a baby is conceived and born. (These parameters on what should be taught are set down in the DfE Sex and Relationship Education Guidance 2000)

Questions are dealt with sensitively and honestly. If a question is beyond the parameters of what is to be taught pupils are encouraged to discuss it with parents or to talk to the teacher privately.

Pupils will be made aware that certain information cannot remain confidential but they will always be given sensitive and appropriate support.

Key Stage 3 Years 7 to 9

Pupils should be taught : (National Curriculum)

- that living things have structures that enable life processes to take place;
- the ways in which some cell types, including sperm and ovum are adapted to their functions;
- the human reproductive system , menstrual cycle, fertilization, and the role of the placenta;
- how the foetus develops in the uterus;
- the physical and emotional changes that take place during adolescence;
- that bacteria and viruses can affect health.

Pupils should:

- recognise the importance of personal choice in managing relationships so they do not present risks;
- be helped to build their own self-esteem and to develop effective communication;
- understand aspects of British legislation relating to sexual behaviour;
- know that HIV can be transmitted sexually;
- understand moral values and explore those held by different cultures or groups;
- understand the importance of the family for physical and spiritual well-being, parenthood, child development and the fulfilment of emotional and physical needs;
- understand the concept of stereotyping and identify its various forms;
- be aware of the range of different sexual attitudes and behaviours in present day society;
- understand that people have a right not to be sexually active and should avoid being pressured into unwanted or unprotected sexual activities;
- know parenthood is a matter of choice and be aware of how it can be avoided;
- know in broad outline the biological and social factors that influence sexual behaviour and their consequences.

Key Stage 4 Years 10 and 11

Pupils should be taught: (National Curriculum)

- that the nucleus contains chromosomes that carry genes;
- the way in which hormonal control occurs, including the effects of sex hormones;
- the medical uses of hormones, including the control and promotion of fertility;
- how variation may arise from both genetic and environmental causes;
- that sexual reproduction is a source of genetic variation while asexual reproduction produces clones;
- how gender is determined in humans;
- the basic principles of genetic engineering, cloning and selective breeding.

Pupils should:

- understand the biological aspects of reproduction;
- consider the advantages and disadvantages of various methods of contraception;
- recognise and be able to discuss controversial issues such as conception, birth, HIV/ AIDS, child-rearing, abortion and technological developments, such as genetic engineering, which involve consideration of attitudes, values beliefs and morality;
- be able to access confidential health advice, support and, if necessary, treatment;
- be aware of the need for preventative health care;
- be aware of the statutory and voluntary organisations which offer support in human relationships for example Relate;
- be aware that feeling positive about sexuality and sexual activity is important in relationships;
- understand the changing nature of sexuality over time and its impact on lifestyles, for example menopause;

- be aware of the importance of partnerships marriage and divorce and the impact of loss, separation and bereavement;
- be aware and tolerant of same sex relationships;
- be able to discuss issues such as sexual harassment in terms of their effects on individuals.

Organisation and Delivery of the Programme

In the **Junior** school sex education is taught by the form teachers and delivered in a variety of ways:

- as topics;
- through science, PSHCE and RE;
- during pastoral time;
- through stories and displays;
- in drama and role play;
- by the careful use of visitors e.g. expectant mothers, parents with young babies, police (stranger- danger talks)
- DVDs, CDs and books.

In the **Senior** school sex education is delivered through the science curriculum, R.E., PSHCE and during pastoral time by the corresponding specialist teachers.

Resources include videos, books and visiting experts i.e. the HIV and Sexual Health Officer with simulated babies.

More detailed lists of resources used and teaching sequences are included in the appropriate schemes of work.

Statements on Specific Issues

Answering difficult questions

Sometimes an individual will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers use their knowledge of individuals and the class as a whole, together with their discretion in these situations to decide upon the most appropriate response.

Confidentiality

Teachers cannot guarantee confidentiality to pupils. Pupils will be made aware that certain information cannot be held confidential but will always be offered sensitive and appropriate support. Pupils are encouraged to talk to their parents about any problems or worries they may have. If a child is suspected of being a victim of sexual abuse the Child Protection Policy procedures are followed.

Evaluation

Feed back from teachers, parents, Council members and pupils will be considered when reviewing this policy.

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To be reviewed Spring 201