



The Bromley-Pensnett
Primary School

Sex Education Policy

Date Approved: November 2014
Date due for Review: Winter 2017 or if
Curriculum is changed
School/LEA Policy: School
Author : School
Chair of Governors:

Policy Amendments

Date Agreed At Governors	Amendment Presented by	Amendment Location	Signed by Chair of Governors

Aims

The Bromley Pensnett Primary School believes that sex education in this school will be developmental and will prepare pupils for further work at school, and will work towards partnership with parents/carers during science or preparation for puberty workshops.

The Governors and staff believe that sex education is part of the entitlement of pupils. We are also aware that parents/carers discuss with their children issues that arise within their own families. The community accepts and acknowledges that appropriate sex education helps our pupils' development, confidence and self esteem.

The Sex Education programme will encourage the following values:-

- respect for self;
- respect for others;
- responsibility for their own actions;

The Sex Education Programme will provide information which is easy to understand and **relevant** to the age and maturity of pupils.

We would wish for issues to be discussed in the context of relationships. The content listed below will largely be delivered through the thematic curriculum most specifically in science and sometimes RE. However, some topics are covered through PSHE/SEAL lessons such as those that explore children's emotions. Also key texts that link with themes chosen will often allow for the exploration of some of the emotional issues listed below.

Co-Ordination

Sex education will be co-ordinated by the PSHE coordinator in close co-operation with the Governing Body and the School Health Adviser.

Delivery

As outlined above delivery of Sex Education will be through the following means:

- through the thematic curriculum including science and RE;
- as part of PSHE and circle time;
- pastoral care: addressed when appropriate in assembly;
- occasional visits from school health visitor and other visitors;
- through the use of story time and class time;
- through celebrating the birth of children;

Working With Parents/Carers

The school is committed to working with parents/carers. Under the 1993 Education Act pupils can be withdrawn by their parents/carers from the part of sex education that is outside the compulsory elements of the science national curriculum

Parents/carers wishing to exercise their right must confirm this in writing to the Headteacher. Concerns of parents/carers will be explored and the possibility of adjusting the programme to accommodate the needs of the child will be given consideration.

Teaching Methods

Active learning methods will involve children's full participation. **Single gender groups will be used as deemed appropriate and relevant.**

Use of external professional agencies/services

There are various people who can help with resources and support. These people may include parents/carers and the school health adviser. The **school** health adviser will plan a number of "drop-ins" through the year which are open to parents/carers and pupils.

Answering difficult questions

Sometimes an individual child will ask explicit or a difficult question. Questions do not have to be answered directly and can be addressed later. NGBG to give advice or explanations in some areas relating to sexuality/substances may involve child protection issues or could be seen as a breach of the law. Teachers must exercise discretion in these situations and should refer to the Headteacher or Assistant Headteachers if they are concerned for further advice and clarification. If in doubt **ASK**.

Content

A sequence for teaching sex education

This includes elements of the National Curriculum, SACRE and Health Education matters.

Although the sequence is developmental certain themes are repeated in PSHE/SEAL and assemblies so that information is relevant and appropriate to the age and maturity of the pupils.

Foundation Stage

- people in my life. What they do for me and what I do for them;
- my moods – feeling happy, sad and so on;
- friendships;
- loss and mourning (e.g. pet, person);
- keeping safe – danger I might come up against. Saying no;
- my body and other peoples bodies – similarities and differences;
- the beginning of life – me, animals, plants;
- ageing – how we know things are alive, dead, young, old.

Key Stage One

- changes as we grow;
- different types of families;
- feelings in families (e.g. love, jealousy);
- what helps people to get on with each other (e.g. listening/sharing);
- what makes me happy;
- what I like or don't like about other people;
- keeping safe;
- celebrations: births, christenings, weddings;
- caring for myself; - hygiene, sleep, exercise;
- people who help me to care for myself;
- inside my body – the functions of different parts.

Key Stage Two (lower)

- feelings – things which make me happy, sad, embarrassed, scared etc;
- difficult situations – e.g. teasing and bullying;
- changes in my own body and in those of others;
- how babies begin and are born – how they grow;
- family trees;
- keeping healthy – exercise, diet, grooming, the immune system;
- friendship – who our friends are; how we make and loose friends;
- making decisions – influences on me;
- keeping safe;
- varied lifestyles in the class and community – differences in others

Key Stage Two (upper)

- decision making, risk taking;
- feelings about the future (e.g. changing schools);
- families and how they behave – what members expect of each other;
- celebrations of birth, christening, puberty, marriage and death in different cultures;
- expressing feelings and how we can do this in an assertive way, not bullying;
- differences and similarities in people;
- sexuality – what is it and what words describe it;
- body changes in me and others – why they are happening;

- things that go into my body that will make me well (e.g. good food and medicines when we are ill);
- things that go into my body that will harm (drugs that are not medicines, cigarette, smoke, poisons);
- messages about health and sexuality from television, videos, films, computers and newspapers.

Links to other policies

Clearly there are links to the following policies:

- Science
- PSHE/SEAL
- RE
- PE
- Teaching and Learning

Review

This policy will be amended/reviewd in Winter 2017 or if the curriculum changes.