

YORK ROAD JUNIOR SCHOOL AND LANGUAGE UNIT

POLICY FOR SEX EDUCATION

Mission Statement

At York Road School and Language Unit we care and are concerned for the children in our charge.

We provide a broad and balanced curriculum appropriate to our pupils' educational development and needs.

We aim to develop in each child a greater awareness of themselves, their community and the world in which they live by reference to their spiritual, social, cultural and moral development.

We aim to instil in each child a sense of mutual respect, to provide equality of opportunity and foster a sense of belonging to a happy, caring school where all are respected and valued.

We will work in partnership with parents encouraging a positive exchange of information and will strive to improve the quality of our service through regular staff training and review of policies.

We believe that parents share our aims and will support us in all our endeavours.

Rationale

Sex Education is part of the overall personal, social and moral development of pupils.

Aims

- The aim of the sex education policy is to clarify the content and manner in which sex education is delivered in the school.
- To promote the spiritual, moral, mental and physical development of pupil and prepare them for the roles and responsibilities of adult life.
- This policy should be read in conjunction with PSHE and Drug Education Policy.

Objectives

To reflect the school ethos and demonstrate and encourage the following values.

- To promote respect for self.
- To promote respect for others.
- To promote responsibility for pupils' own actions.
- To promote responsibility for family, friends, the school and wider community.
The school will work towards this aim in partnership with parents.

Teaching and learning

The content will be taken from Channel 4 videos Living & Growing units 1, 2 & 3. Unit 1 will be seen at the end of Key Stage 1. The three programmes that make up Unit 1 are:

1. Differences.
2. How did I get here.
3. Growing up.

Key Stage 1

Programme 1	Differences	Introduces life cycles and explores differences and similarities between male and female.
Programme 2	How did I get here.	To explain both male and female parts are needed to make a baby and babies grow inside their mother.
Programme 3.	Growing up.	To show we change as we grow up. We become more independent. Reinforces belief that we are all special.

Unit 2 will be seen in year 5 and covers the following areas.

1. Changes.
2. How babies are made.
3. How babies are born.

Key Stage 2

Programme 1	Changes	Looks at life cycles in depth. Physical and social changes. Puberty for boys and girls.
Programme 2	How babies are made	This programme shows animation of sexual intercourse. Discusses how conception takes place.
Programme 3	How babies are born.	Footage of a live birth. Having a baby seen in the context of a loving relationship. How much care babies need and the fact that not all people will want to be parents.

Both unit 1 and unit 2 will be shown as part of the **Science** curriculum, (Q.C.A. 2B and 5B respectively). Parents of children in year 2 and 5 will have an opportunity to view the programmes prior to the children seeing them. Parents have the right to withdraw their child from sex education lessons. The lessons will be taught to mixed classes of girls and boys by the child's class teacher. There will be an opportunity for children to discuss the programmes and ask questions, this may take the form of single sex discussion groups at the teacher's discretion. The emphasis will be on respect for self and others.

Year 6

During the last term of year 6 unit 3 of Living and Growing will be shown. The two programmes are:

1. Girl Talk.
2. Boy Talk

These programmes will be shown to single sex groups. They explore the type of questions that a number of 11 year olds will be asking. They are an extension of the programmes shown at year 5.

Programme 1	Girl Talk	Reviews physical and emotional changes that take place during puberty. Menstruation is discussed and common worries and concerns.
Programme 2	Boy Talk	Reviews physical and emotional changes that boys experience. Sexual intercourse and problems commonly faced by boys are explored.

Parents will have an opportunity to view this video and withdraw their child if they so wish.

Language Unit

Because of the nature of the learning difficulties of children in the Language Unit some pupils require frequent revisiting of topics before they are secure. Therefore, Year 6 LU pupils may attend some of the Year 5 sex education sessions.

Further, the sex education lessons are extended to include the following:

- reinforcing scientific knowledge (proper names of body parts, life cycles)
- understanding the difference between public and private (places and situations as well as parts of the body)
- keeping safe (assertion skills, the rules for 'saying no', making wishes known calmly)
- recognising 'feelings'
- growing up (body changes, including menstruation)

The activities used would include role play (using Bratz dolls), story telling, games and worksheets, all available in the FPA workbook.

The sessions will run alongside the sex education unit as 4 x 30 minute sessions as part of the Social Use of Language Programme. Parents are invited to a pre session to look at the materials and ask questions.

Assessment and Recording

This will be done as part of the assessment for Science.

Resources

Channel 4 videos Living and Growing. Teacher's notes and photocopiable sheets.

Language Unit resources are drawn primarily from the Family Planning Association who publish workbooks ostensibly for parents of children with learning disabilities. The main resource is 'Talking together...about Growing Up' by Lorna Scott and Lesley Kerr-Edwards.

Equal Opportunities

Teachers are required to have due regard to the following principles as set out in "The National Curriculum Handbook for primary teachers in England" published by the DCSF.

Teachers will:

- Set suitable learning challenges, by providing appropriate differentiation for the less able, or gifted and talented pupils.
- Respond to pupils' diverse learning needs, by acknowledging the different backgrounds, experiences, strengths and interests of the pupils and by fostering a creative learning environment.
- Overcome potential barriers to learning and assessment for individuals and groups of pupils, by ensuring that there is the appropriate level of support for pupils whose needs are more severe e.g. pupils whose first language is not English, or who have Statements of Special Educational Needs, and by ensuring that planning and assessment take into account the type and extent of the difficulty experienced by the pupil.

CONFIDENTIALITY

DCSF Sex and Relationship Education Guidance (July 2000) states 'Schools should have a clear and explicit confidentiality policy which is advertised to pupils, staff, parents and visitors'.

It is important schools have an established procedure for dealing with confidentiality, which is understood by pupils, staff, parents, carers and visitors rather than develop ad hoc arrangements in response to a crisis. The procedures need to be consistent and protect the interests of both pupils and staff. Having a policy will help to ensure there is a shared understanding of how confidentiality operates in your school community. A consistent, shared ethos and practice will help pupils, staff, parents, carers and visitors deal with and know where they stand with confidential issues and will help us to deal with disclosure of information and establish ways of working.

Freedom of Information Act 2000: Amends the Data Protection Act. Gives everyone the right to request any records a public body, including schools, holds about them. A school may withhold information it has if it is considered the information may damage the recipient, if disclosed. Schools data or record keeping policy should also cover the requirements of this Act.

Who can offer Confidentiality

Teachers
TAs
School nurse/health professional
Counsellors

Staff must decide what if any information should be shared. All child protection issues must be raised with the designated person which is usually the Headteacher. The child concerned must be told that disclosures made cannot be kept entirely confidential and that this is for their wellbeing. All staff must be aware of the chain of command with non-teaching staff reporting to teachers and/or Headteacher and teaching staff reporting to Headteacher. Pupils must be assured that their best interest will be maintained and they should be encouraged to talk to their parents/carers.

This policy should be read in conjunction with PSHE Policy and Drug Policy.

Reviewed Feb 09

Nicki Wynne