

Sex Education Policy

HCJS

Vision statement: *We provide a safe, stimulating and successful environment to enable all children to develop their full potential to prepare them for the next stage of their lives.*

Aims:

In Haddenham Community Junior School our aim is to help children understand growth and development as they approach puberty in a positive sex education curriculum. Our objectives are to lay the foundation for healthy attitudes towards sexuality in later years.

(The controversial areas of the "rights and wrongs" of sex, the moral and sexual behaviour between cultures, generations and individuals are not touched on.)

Key Concepts in our Sex Education Curriculum

1 All humans grow gradually and, since everybody is different, changes happen at different times.

2 Babies grow continuously, into children and then into adults. Human babies grow inside their mother until they are born, and when they are tiny they need special care.

3 Like comes from like.

4 Body changes at puberty are a normal and natural part of growing into an adult.

5 Both a man and a woman are necessary for a baby to be conceived.

Curriculum content and organisation:

Sex education forms part of a specifically planned health education topic studied mostly in the summer term of Year Six. In Year 5, pupils will be introduced to the topic in the summer term as part of their Science curriculum on 'Living Things'. This will focus on stages of growth, in particular, changes experienced in puberty.

Pupils will use Michael Moseley's DVD 'Inside the Human Body', 'What's happening to me?' (Usborne Books) and 'Sex and Relationship Education' by Molly Parker.

Learning and teaching strategies:

Sex Education is taught through group and class discussion, through frank and open question and answer sessions (particularly in Year 6 where some may be in gender groups), through reference to quality educational booklets and through watching carefully chosen appropriate programmes.

Children begin to ask questions about sex from an early age and, by the time they reach primary school, they are already equipped with a range of attitudes and a certain amount of information about sexuality and relationships. Some of this information may not be accurate or helpful. Not all parents are confident about answering questions correctly and without embarrassment. They may be uncertain about the vocabulary to use and many consider their own sex education to have been inadequate.

Many children now live in one-parent families, or with adults who are not their biological parents. The topic reflects this fact and any reference to "family" can refer to single and two parent units and does not imply that any one way of child rearing is any better than any other. The teaching does assume that family bonds are bonds of love and that sex takes place within a loving relationship.

Cross curricular links:

This topic covers aspects of Science and PHSE including the following elements:

1 Gaining knowledge

2 Choice and responsibility

3 Self esteem

4 Attitudes and values

Assessment, Recording and Reporting:

n/a

Equality:

In line with the Equality Act 2010, we will not discriminate against any pupil because of their sex, race, disability, religion or belief, sexual orientation, pregnancy or gender reassignment. (Ref. - [www.equalities.gov.uk/equality act 2010](http://www.equalities.gov.uk/equality%20act%202010))

Health and Safety:

n/a

Role of the co-ordinator

To ensure coverage of the curriculum is appropriate and well planned.

To liaise with all relevant parties (teachers, Head, parents).

Parents will be informed about the teaching materials and will be invited to watch the programmes so that they can initiate discussion at home after the children have seen them.

Parents have the right to have their children removed from sex education if they so wish (but not from the science curriculum aspects) and are asked to contact the school well in advance.

Caroline Sweeney 2015