

VICTORIA PRIMARY SCHOOL

SEX EDUCATION POLICY STATEMENT

Revised 2008 - 2009

**Our learning goal is to ignite our curiosity, motivate, challenge and inspire
us so that:
Together we aim for the stars.**

Policy Statement

Sex Education

Introduction

Governors and staff at this school have prepared the statement in accordance with the Education Act (No2) 1986 and the PSE framework 2000.

The Welsh Office circular states that while parents are the best people to deal with this subject, some are unable to do so. Schools therefore have a responsibility to ensure that pupils are adequately prepared for adult life.

The school policy embraces 'Guidelines for the Primary School – Personal Relationships (Sex Education) from Vale of Glamorgan. It is hoped that the programme for Sex Education prepares pupils for adult life and the physical, social and emotional aspects of growing up.

The introduction of the SEAL – Social and Emotional Aspects of Literacy - programme in 2008 provides opportunities for focused discussions on the many of the issues that relate to pupils development and therefore compliments the county initiative very well.

The **aims** of the sex education programme are to:

- provide information about growth and development, the processes of human reproduction and the nature of sexuality and relationships
- raise awareness about and to develop self esteem and respect for yourself
- develop sensitivity and respect for others
- equip children to take responsibility for their behaviour I their personal relationships and encourage restraint and dignity which includes the skill to avoid and resist unwanted sexual experiences
- facilitate communication about sexuality
- provide skills to help pupils manage their relationships in a morally responsible and healthy manner

Organisation

Sex education is seen as part of the school's Health Education Programme and is not taught formally nor as a discrete topic until pupils reach Year 6.

At this time a video is shown to the children. The children are given opportunities to ask questions which are answered with sensitivity and honesty. **Parents are notified of the video and are given the opportunity to view the teaching materials used at this time and are reminded that it is their right to withdraw the children from this programme if they so wish.**

Teachers are aware of the sensitivity with which they must handle physical, emotional and moral aspects of sex education as they occur informally from time to time.

Children's questions are answered honestly whenever possible taking into account the age and ability of the child. Parents will be notified if questions asked raise concern.

A statement relating to this policy is contained in the School Prospectus

Content of sex education programme taught in a cross-curricular form could be as follows:

Key Stage 1

My family-Family relationships-Home situations-one/two parent families, fostered, adopted, cultural backgrounds.

Where babies come from – new baby in the home.

Reproduction – study growth and reproduction in plants and animals.

Caring for myself – cleanliness, exercise etc. – good personal hygiene, normality of body functions.

Understanding body development and changes.

Awareness of own feelings.

Relating well to others – what I like/don't like.

Awareness of others – their feelings, views and situation.

Support Services – e.g. doctor, nurse, dentist.

Key Stage 2

Friendships – what makes them succeed/fail.

Difficulties.

Exercise and diet – the importance of these at puberty.

Deciding for myself – coping with social pressures, developing self-confidence and personal values.

Family relationships – role models and expectations.

Family celebrations – emphasis on different cultures, religions and the role of women.

Peer group relationships.

Dealing with emotions.

Puberty changes – reasons for them, feelings about them.

Human reproduction.

Looking to the future – hopes and aspirations.

Equal Opportunities

All pupils have access to sex education and care is taken to provide differentiated work for those children with special needs.

Sensitivity is shown to those children from cultural and ethnic groups which have definite perspectives on certain issues. Such multicultural perspectives are used to enrich the teaching of sex education.

As part of the programme gender stereotyping is addressed.

Monitoring and Evaluation

The success of the programme will be evaluated at whole staff meetings when the termly projects are discussed. The co-ordinator will amend and add to the policy at this time.

Review

The policy will be reviewed each year.

Head teacher -----

Chair of Governors-----

Date-----