

1.1 Introduction:

The school curriculum should aim to provide opportunities for all pupils to learn and to achieve. The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

- 1.2 The school curriculum should promote pupils' spiritual, moral, social and cultural development and, in particular, develop principles for distinguishing between right and wrong. It should develop their knowledge, understanding and appreciation of their own and different beliefs and cultures, and how these influence individuals and societies.
- 1.3 The school curriculum should promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others at home, school, work and in the community. It should develop their ability to relate to others and work for the common good.
- 1.4 These aims reinforce each other. The personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and to achieve.
- 1.5 Sex education provides an understanding that positive, caring environments are essential for the development of a good self-image and that individuals are in charge of, and responsible for, their own bodies.
- 1.6 It provides knowledge about the processes of reproduction and the nature of sexuality and relationships. It encourages the acquisition of skills and attitudes which allow the pupils to manage their relationships in a responsible and healthy manner.

2.1 AIMS OF THE SEX EDUCATION PROGRAMME

The aims of the sex education programme at Darell are common to that of sex education through all phases of education. There are aspects more appropriate to the education of older or younger pupils. The curriculum guidance that follows sets out what should be taught and when.

- 2.2 RELATIONSHIP EDUCATION - to meet the needs of all pupils through the provision of a balanced, comprehensive and coordinated curriculum within which teaching about personal relationships and sexuality can occur.
- 2-3 ATTITUDES AND VALUES - to encourage a non-judgmental climate in which informed and sensitive discussion of personal relationships can take place.
- 2.4 APPROPRIATE COMMUNICATION - to encourage appropriate communication by providing an acceptable vocabulary for discussing sexual matters without embarrassment or offence.

- 2.5 UNDERSTANDING - to lead children to an understanding of themselves, their growth and development and of human reproduction in gradually increasing detail.
- 2.6 VALUES - to teach within a moral framework embodying clear values enabling pupils to gain understanding through reflecting on their own and other people's lives.
- 2.7 ACCEPTANCE - to enable children to accept variations in growth rates, the age when puberty begins and human differences reassuring them that body changes, physical, emotional and social are normal and acceptable.
- 2.8 KEEPING SAFE - to enable children to know about personal safety, e.g., that individuals have rights over their own bodies and that there are differences between good and bad touches.
- 2.9 AWARENESS OF SEXISM - to raise awareness of potential sexism and the value of equal opportunities for males and females.
- 2.10 PARTNERSHIP WITH PARENTS - to give parents an understanding of the sex education offered by the school so that they can support the work of the school to the benefit of the children.

3. EARLY YEARS

The following material (in italics) is taken directly from the Development Matters Framework for the foundation stage which states that children should leave reception with these skills:

Children play co-operatively, taking turns with others. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

4.1 KEY STAGES 1 and 2

We teach sex and relationship education through different aspects of the curriculum. While we carry out the main sex and relationship education teaching in our Personal, Social and Health (PSHE) curriculum, through our Jigsaw programme, we also teach some sex education through science.

- 4.2 There are two points in the primary Science curriculum where children learn about puberty and how a baby is conceived and born.

- 4.3 In Year 4, children learn about changes in the body related to puberty, such as periods and voice breaking, when these changes are likely to occur and what issues may cause young people anxiety. They learn how a baby is conceived and born.
- 4.4 In Year 6, children revisit this programme (see 4.3. above) at an appropriate level.

5. POLICY ON SPECIFIC QUESTIONS

5.1 Children and questions

It is essential that children develop confidence in talking, listening and thinking about sex and relationships. The teacher may provide a question box or "worry box" so children can ask questions anonymously.

Before starting discussion the teacher will establish a set of ground rules in order to create an appropriate environment for learning. These rules will include

- ◆ No one (teacher or child) will have to answer a personal question
- ◆ No one will be forced to take part in a discussion
- ◆ Only the correct names for body parts will be used

If the question is too explicit, feels too old for the pupil, or is inappropriate for the whole class, the teacher will explain that the question cannot be answered and may suggest that the child speak to her or his parents.

If the teacher doesn't know the answer to a question, this will be acknowledged and researched later if appropriate.

5.2 Gender and the delivery of lessons

In general, the children will be taught as a class by the class teacher. Health professionals may be used to help deliver sex and relationship education.

There may be times in Year 6 when boys and girls are taught in separate groups, during question and answer sessions following the video for instance.

5.3 Sexual orientation and the sex and relationship programme

Teachers should be able to deal honestly and sensitively with questions of sexual orientation and answer appropriate questions. Children often ask what is meant by being gay. The teacher would explain that it is two people of the same sex who are in a relationship together.

5.4 Contraception

Knowledge about contraception is an important part of sex and relationship education in secondary schools. Primary pupils sometimes ask questions about condoms. The teacher would explain that it is a method of birth control and that the children will learn more in secondary schools.

6. PARENTS AND THE SEX AND RELATIONSHIPS CURRICULUM

- 6.1 Parents are the key people in teaching children about sex and relationships. They help their children cope with the emotional and physical aspects of growing up and accepting challenges and responsibilities as they grow towards maturity. The sex and relationship programme needs to be available to parents.
- 6.2 Parents have the right to withdraw their children from all or part of the sex and relationship programme except for those parts included in the statutory National Curriculum (see below). Parents need to be aware, however, that the discussion of sex and relationships may occur at any time if it arises naturally in the course of class discussion. Such instances cannot always be covered by the procedures.
- 6.3 Parents are given the opportunity to view the materials used in the PSHE 'Changing Me' lessons and to discuss with the teachers the format of the lessons. Parents are informed of the content of any videos that may be used in teaching sex and relationship education and the dates upon which the programmes will be shown to the class.

7. INCLUSION

We teach sex and relationship education to all children regardless of their ability. We provide learning opportunities matched to the individual needs of children. Due consideration is given to the sensitivities of children and their parents from different religious and cultural backgrounds.

8. RESOURCES

Resources for the delivery of this curriculum are stored with the PSHE resources.

Statutory Requirements (National Curriculum)

Year 2

Pupils should be taught to

- ✚ notice that animals, including humans, have offspring that grow into adults

They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognize growth; they should not be expected to understand how reproduction occurs.

Year 5

Pupils should be taught to

- ✚ describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- ✚ describe the life process of reproduction in some plants and animals.

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

Pupils should be taught to

- ✚ describe the changes as humans develop to old age.

They should learn about the changes experienced in puberty.