



# Sex Education Policy



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| <b>Name of School</b>            | <b>St Edward's Catholic Primary School</b> |
| <b>Policy review date</b>        | <b>September 2021</b>                      |
| <b>Date of next review</b>       | <b>September 2022</b>                      |
| <b>Who reviewed this policy?</b> | <b>Mrs M Dourado Alfonso</b>               |

## Sex Education

Sex Education is developed through cross-curricular links within Science, RE, PSHCE but essentially Education in Sex and Personal Relationships is concerned with the development of positive relationships with ourselves, other people, the world around us and with God.

This has become compulsory from September 2020, therefore we have amended our existing curriculum content in line with these new guidelines.

### Rationale

*"... children and young people should be helped to develop harmoniously their physical, moral and intellectual qualities.... They should receive a positive and prudent education in matters relating to sex... and young people have the right to be stimulated to make sound moral judgements, based on a well-informed conscience and to put them into practice with a sense of personal commitment.... And to know and to love God more perfectly."*

**Gravissimum Educationis (para 3)  
Second Vatican Council**

### Aims

- To appreciate the whole of creation as a sign of God's love
- To develop a greater understanding of the nature of relationships with families, friends and communities which exist in our multi-racial, multi-faith society.
- To develop a greater understanding of the responsibilities of the individual.
- To promote good health and understanding of physical development, respecting and reverencing the wonder of the body.
- To promote a source of self-esteem and well-being.
- To support the personal, moral and social development of all pupils.

### Objectives

**By the end of Key Stage 1 the majority of pupils should be able:**

- To understand the importance of valuing themselves and others.
- To recognise their membership of the family and recognise the roles of individuals in families.
- To understand growth and know themselves as male or female.
- To recognise that babies have special needs.
- To appreciate relationships, friends, family, caring, working together, sharing and playing together.
- To know about rituals that mark life, and especially, birth, marriage and death.
- To recognise the range of emotions and how we deal with them.
- To know about being safe.
- To have an awareness of personal health and safety and personal hygiene.

**By the end of Key Stage 2 the majority of pupils should be able:**

- To appreciate that life is precious and a gift from God and to use this gift in God's service.
- To value themselves as a child of God, and their body as God's gift to them.
- To understand that they grow and change throughout life.
- To understand what is meant by relationships within families, friends and communities.
- To develop an appreciation of what is involved in bringing up children and what responsibility parents have.
- To become aware of the different patterns of friendship.
- To know the rituals celebrated in Church, marking birth, marriage and death.
- To be aware of their changing emotions and the need to respect the emotions and feelings of other people.
- To begin to know about and understand the changes that come about through puberty.
- To know and understand their own bodies and their need for personal hygiene.
- To know the names for the parts of the body.
- To know the basic biology of human reproduction.
- To become aware of the choices they make and that there are good choices and wrong choices.
- To recognise the importance of forgiveness in relationships.

### **Equal Opportunities**

St. Edward's Sex Education Policy reflects its commitment to the principle of equal opportunities. This ensures the entitlement of all pupils, regardless of race, gender or disability, to develop their self-esteem and self-identity and to enable a confident participation in the curriculum. We intend that the subject be taught so that the equal but different natures of men and women are not compromised. We will endeavour to provide male and female role models whenever possible. It is also our aim to ensure that this programme of study is culturally relevant where possible in order to address the different needs of all our pupils.

### **Differentiation**

A differentiated programme of work is offered to the pupils through teachers' planning, activities, resources, outcomes and adult support where appropriate.

### **Organisation**

The PSHCE Co-ordinator has the responsibility, along with the Headteacher, to ensure that the planned sex education programme is delivered effectively.

All class teachers will be responsible for delivering their section of the programme to their class.

After consultation with teachers, if specific training is required, it will be provided through the school's INSET programme. Professional agencies may be called upon in order to deliver more effectively certain aspects of the sex education programme.



This will be organised by the PSHCE Subject Leader when and where appropriate and monitored by the teachers concerned as well as the Senior Leadership Team.

Classes will remain mixed (boys and girls) for all elements of the Sex Education Programme, except in Years 5 and 6, where if appropriate, separate gender provision could be available.

### **Specific Issues**

Personal beliefs and attitudes of teachers will not influence the Catholic teaching of sex and relationships education at St. Edward's. All sex and relationship education in St. Edward's will be taught in line with government recommendations and in conjunction with the advice and guidance of the Diocese (BRES). Teachers see their role as one of supporting parents in their role as primary educators of their children.

### **Working with Parents**

Sex education is a joint partnership between school and parents. Parents will be invited into school to preview the materials used to deliver the Sex Education programme for Years 5 and 6. Parents wishing to discuss specific aspects of the planned curriculum are invited to make an appointment with the Headteacher. Parents do have the right to withdraw their child from any Sex Education lesson except for elements in the National Curriculum Science Programme. However, parents must be aware that Sex Education takes place at home, in the school playground, on TV and in the media, so withdrawing a child from these lessons may result in the child having an incomplete and confused understanding of the issues and subject taught.

### **Confidentiality**

Children have a right to ask questions in confidence. Teachers will not tell parents if their child asked a question, unless they feel that the parent is the best person to deal with the issues raised.

Our intention is to make the child feel safe and secure in the school environment so that they can ask questions to gain a fuller understanding of the content covered in class.

### **Child Sexual Abuse Procedures**

Children will be made aware that disclosures that fall within the realm of a child protection will be pursued. Child sexual abuse will be identified in the school's Child Protection procedures and staff will be made fully aware of these (See Child Protection Policies).

### **Partnership with Governors**

Governors have the legal responsibility of deciding whether or not Education for Personal Relationships and Sex Education should be taught in school. The Diocese advises that schools provide this education for the needs of its children. Governors, in consultation with staff and advisors should be involved in the dialogue as to what materials might be used to teach Sex Education.



## Partnership with School Nurse

The Diocese advises that schools provide this education for the needs of its children. Governors, in consultation with staff and advisors should be involved in the dialogue as to what materials might be used to teach Sex Education. The School Nurse, from Newham, comes into school every Monday and is scheduled to have talks with the following year groups as part of the health and sex education curriculum.

**Reception Classes** - Hand washing, keeping hands and bodies clean. A session to build awareness of basic hygiene and hand washing and ways to keep clean. 15 minutes session.

**Year 1**- Healthy Eating. An active engagement session, discussing what healthy eating is. Being positive about healthy foods and not having too many unhealthy foods, exploring ideas of balance and healthy living. 15 minutes session.

**Year 3** - Keeping Active. An active engagement session. Discussing how our bodies need to keep active to work best, ways to keep active. 15 minutes session.

**Year 5**- Health and Personal Hygiene. The importance of personal hygiene, how to maintain and improve this, how it affects your health, and how germs spread disease. 30 minutes session.

**Year 6**- Puberty Talk. Supporting children in their transition to secondary school, this session will cover body changes, early sexual development, body image and self-esteem.

## Procedures for Monitoring and Evaluation

The effectiveness to the school's approach to Sex Education will need assessing. This will include feedback from the staff, parents and the children. All materials used will have been previously reviewed and assessed for suitability by the PSHCE Subject Leader, members of the SLT and a member of the governing body of the school.

**Review Date:** This Policy will be reviewed in September 2022

**Personnel Involved:** Mrs Dourado-Alfonso and Governors.

## Appendix 1: Recommendations from Brentwood diocese.

### OVERVIEW OF JOURNEY IN LOVE

**Early Years:** The wonder of being special and unique.

**AIM:** To explore the wonder of being special and unique.

**Year 1:** We meet God's love in our family.

**AIM:** To focus on families and specially growing up in a loving, secure and stable home.

**Year 2:** We meet God's love in the community.

**AIM:** To describe how we are growing and developing in diverse communities that are God – given.

**Year 3:** How we live in love.

**AIM:** To describe and give reasons for how we grow in love in caring and happy friendships where we are secure and safe.

**Year 4:** God loves us in our differences.

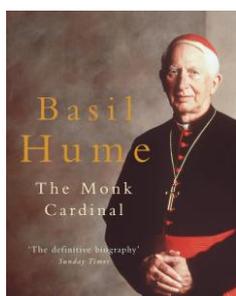
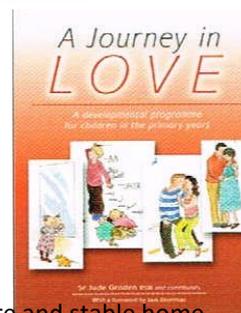
**AIM:** To make links and connections to show that we are all different. To celebrate these differences as we appreciate that God's love accepts us as we are now and as we change.

**Year 5:** God loves us in our changing and developing.

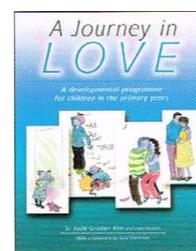
**AIM:** Show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom etc. and grow further in recognising God's presence in our daily lives.

**Year 6:** The wonder of God's love in creating new life.

**AIM:** To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage.



Learning to love encompasses a range of relationships not just sexual ones, because human beings flourish through various and different relationships with other people. God's gift of friendship is a way of loving, and while sexual loving presupposes friendship, friendship does not require full sexual involvement.  
*Cardinal Basil Hume.*



### SECONDARY:

**Year 7:** God calls us to love and respect ourselves.

**Year 8:** God calls us to love and respect others.

**Year 9:** God calls us to love and respect his gift of life.

**Years 10-11:** God calls us to love and respect the dignity of each individual.

**Years 12-13:** God calls us to love and respect in responsible loving relationships.

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