

POLICY ON SEX EDUCATION

1. BACKGROUND AND RATIONALE

Whilst it is considered that there is a shared responsibility between parents and schools, schools have a unique opportunity to equip children with knowledge about the biological, emotional and moral aspects of sexuality, and to prepare young people for responsible decision making. In Somerton we offer a professional, rational and knowledgeable sex education programme that will help our pupils through their early adolescent years.

PSHE gives many opportunities to deal with specific or even day to day issues, but in the **SCIENCE** curriculum a period of time is given to year five and to year seven pupils to discuss in progressive detail, both the physical and emotional side of human sexual development.

At Somerton we feel that most effective learning takes place when teachers and parents can work together and complement one another's approach to this area of the curriculum, so parents of year 5 pupils are invited to review the science input before hand and parents of year 7 pupils are informed by letter of the delivery and timing of the sex education programme.

2. AIMS

- To combat ignorance and increase understanding by providing information about physical, emotional and social aspects of human sexual development. This is to include the nature of love, personal relationships and family life.
- To provide a suitable vocabulary for discussing sex and enable this to be used with confidence.
- To enable pupils to make informed and responsible decisions.
- To promote responsible behaviour and respect for self and for others.
- To combat exploitation and create an awareness of images as portrayed by the media, by themselves and others, and how these images might be perceived.
- To encourage due regard for moral considerations, family life and a stable faithful relationship.
- To promote an understanding for the roles of friends, families and parenting.

3. CONTEXT

Children and young people need education and help about different areas of sexuality at different stages of their lives, and whilst we cannot promote a personal programme suited to each individual's needs, we offer Sex Education on more than one occasion during the middle school years, and we adapt our teaching to meet the needs of groups of individuals when considering the timing of elements of our sex education programme.

The timing is toward the end of Year 5 and at the same time of the year in Year 7. As regards PSHE input this is usually part of the Year 8 programme which considers sexual health and attitudes to sex and sexuality.

4. THE ROLE OF GOVERNORS

“The Government believes that all pupils should be offered the opportunity of receiving a comprehensive, well-planned programme of sex education during their school careers”

1. Primary Schools

Governing bodies have the duty to decide whether their school should provide sex education and if so, what it should consist of, and how it should be organised.

2. Secondary Schools

Governing bodies are required to ensure that their schools offer for all registered pupils (including those over school leaving age) a programme of sex education including education about HIV and AIDS and other sexually transmitted diseases.

3. Governors must maintain a written statement of their policy on the provision of sex education, copies of which must be made available to parents
4. Governors publish in the school prospectus a summary of the content and organisation of the sex education provided
5. Governors maintain a distinction between their policy responsibility and the head and staffs professional skills in implementing the policy which draws upon help from a number of sources
6. Governors ensure that the sex education encourages pupils to have due regard to moral considerations and the value of family life
7. Governors ensure that parents understand the right to withdraw their child from sex education lessons and therefore must be informed of the timing of the programmes.
8. Governors and parents should be satisfied that the teaching materials used are appropriate and an evening to support this is put in place
9. The sex education programme may include outside speakers, or outside contributions for specific pupils.

5. THE THREE COMPONENTS OF SEX EDUCATION

KNOWLEDGE: eg **parts of the body**
personal hygiene
reproduction – biological process
menstruation
puberty
masturbation
contraception
HIV/AIDS
Sexually transmitted diseases
child care – parenting
birth of a baby
self examination – breasts and testicles
sexual intercourse

SKILLS : eg **communication**
assertiveness
coping with conflict
coping with loss
building positive relationships
making choices
dealing with feelings and emotions
personal safety
problem solving
decision making
feeling good about oneself
expressing feelings positively

ATTITUDES
& VALUES: eg **on:**
entitlement to equal opportunities –
gender, culture, handicap and religion
appropriate and inappropriate sexual and
social behaviour
respect for others
family life
sensitive and controversial issues

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