



BISHOP CORNISH SCHOOL



GOVERNORS' POLICY ON RELATIONSHIPS AND SEX EDUCATION

Esteem and Educate Every Child

This policy forms part of the broader PSHE Policy.

OVERVIEW

AIMS

- To allow children to develop an awareness of their bodies and the changes that take place as they grow up.
- To understand the physical reproduction process and the emotional and social changes which occur.
- To understand about positive, healthy and safe relationships
- The use of social media in developing relationships.
- All teaching will be sensitive and age appropriate in approach and content.

PROGRAMME

This will form a part of a general educational programme promoting healthy lifestyles.

Key Stage 1

- Know that humans develop at different rates and that human babies have special needs.
- Be able to name parts of the body and understand the concept of male and female.
- Know that individuals have rights over their own bodies, know about personal safety and learn about inappropriate behaviour.
- Appreciate ways in which people learn to live and work together: listening, discussing, sharing.

Key Stage 2

- Begin to know about and have good understanding of the physical, emotional and social changes which take place during puberty.
- Know the basic biology of human reproduction. Understand some of the skills necessary for parenting.
- Children in Years 5 and 6 will receive a programme of talks and activities by their class teacher during the summer term, entitled Growing Up. This will include personal hygiene and information about reproduction and the physical and emotional changes which occur during puberty, and relationships, food and nutrition.
- Throughout the process teachers will continue to answer children's questions honestly as they occur. If faced with a question they do not feel comfortable answering, within the classroom, provision would be made to meet the individual child's needs.

Parents will be invited to view the video before the sex education programme begins.

The Governing Body of the School has agreed that sex education should be provided, and that it should be taught with regard to the following document. Parents have the right to withdraw their child from Sex Education

Curriculum Content

An awareness of the concept of living things (of which human beings are but one example) growing and changing will be developed throughout the school.

A recognition of the similarities and differences in the life cycles of living creatures will be fostered.

More specific emphasis will be given to the bodily changes which children experience in growing up.

Whilst sex education will be conducted on the general basis that a baby is the product of a loving relationship between a father and a mother, the approach will always be sensitive to the situation of particular children for whom this might not be the case. Children should be taught to understand that there are different styles of family and relationships. Teaching will ensure that children know families of many forms provide a nurturing environment for children e.g. single parent families, adoptive parents, foster parents / carers, LGBT parents, families headed by grandparents.

Resources

Health Education Service DVDs and pamphlets at suitable level.

As and when necessary, appropriate literature written expressly for children will be available to be read openly and not surreptitiously.

Teaching Methods

- Teaching methods will vary according to the ages, needs and abilities of the children, but will generally be delivered as part of a cross-curricular approach.
- Specialist sex education will be presented annually to Year 5 and Year 6 children in groups of mixed gender. Some more specific gender-related issues will be discussed in single sex groups.
- Class teachers will be responsible for delivering sex education.

- If possible, a parent with a young baby will be requested to participate in the sex education programme in so far as it relates to the needs and care of a new-born baby.
- Teaching staff will always answer children's questions truthfully but sensitively in a manner appropriate to the child's level of understanding so as to dispel any suggestion of mystique.
- Parents will be forewarned of topics to be covered in specific sex education sessions and be given the opportunity of withdrawing their child.

The Sex Education Policy of the school will be implemented taking into account the following personal, social and health teaching points:

KEY STAGE 1

My Body:

- What is it like?
- What parts can I see (including parts usually covered by clothes)? What are they called?
- How are we similar? How are we different from each other? (Includes differences between boys and girls and understanding the concept of male and female).

Growing and Developing:

- How do I know I am growing? Which parts of me are growing?
- How have I changed since I was a baby?
- What can I do now?
- Understand that we grow and change, including the stages from birth to old age, and that we grow at different rates.
- What makes me grow? Who helps me grow? (Know that babies have special needs).
- Acquire skills of caring for young animals.

Objectives

The major objectives are to help the children as follows:

Growth and Development

- To recognise and describe parts of their own body and their functions.
- To develop a basic vocabulary relating to the body.
- To understand that growing and changing continues throughout life.
- To understand and be prepared for the changes at puberty.

Individual Differences

- To be aware of the differences between the male and female body, and the reasons for this.

- To accept that people have different growth rates, different physical and emotional characteristics and different abilities.

Family, Reproduction and Conception

- To provide an answer to the question: “Where did I come from?”.
- To understand that a man and a woman are needed to start a baby.
- To understand that a baby develops inside its mother.
- To understand the special needs of babies.
- To establish a basic vocabulary relating to human conception and reproduction.
- To begin to understand the process of reproduction, from conception to birth.

- To be **Self Awareness, Sexual Identity and Self Esteem:**
- Valuing oneself and others
- What makes me the same as you? What are the feelings we all share?
- What makes us different? How does it feel to be different?
- What makes me feel good about myself and my days?
- How do I feel when I feel good? When do I feel sad, angry, hurt?
- What can I do to make myself feel good?
- aware of the responsibilities of parenthood.

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Relationships:

- Who are my special people?
- Who are your special people? (Know that there are different types of family).
- What do they do for me? Say to me? Tell me? (Appreciate the various roles of individuals in families).
- How do I show them they are special? How do they show me I am special?
- What do I like about them and like doing with them?
- What do we share or keep secret?
- What makes me scared sometimes, or uneasy? Whom can I tell?
- Begin to be able to listen, share, co-operate and work with others.

Healthy Choices:

- Begin to understand caring for my body, what I wear, what I eat and how I use my free time.
- Begin to understand that some diseases are infectious and that transmission may be reduced by simple procedures.
- Developing and practising simple ways of keeping safe and finding help.

KEY STAGE 2

My Body:

- My healthy body - inside and out: what are its needs? (healthy eating, etc)
- To keep my body healthy I need to be aware..... (there are hazards to be avoided such as smoking, alcohol, drugs, etc; the need for basic hygiene: hand washing, use of handkerchiefs, etc.)

Growing and Developing:

- What is involved in growing up?
- Changing from a girl to a young woman and a boy into a young man, emphasising that growth is positive, yet providing reassurance, eg about rates of change.
- What do I need to know about these changes and about reproduction?
- What words do I need to talk about the changes? Who are the people I can talk to?
- How do I feel about growing up? What are my hopes, wants, fears?

Self-Awareness, Self Esteem, and Sexual Identity:

- Valuing myself - what is special about me?
- How do other people show they value me? How can I show other people that I value them?
- The roles and expectations of boys and girls, men and women, including gender and sexual stereotypes and how this is reflected in the media.

Relationships:

- Groups I belong to: family, friends, etc. Working together at school.
- What is a friend or a friendship? What makes my friends special?
- How can we build lasting friendships? (Practising the skills needed to form friendships and understanding the qualities involved).
- How might relationships change as I grow and develop? (A context in which to acknowledge the importance of loving sexual relationships)
- How can I cope with my own and other people's emotions: love, envy, despair, separation, grief, comfort, etc?

Teachers will ensure that the needs of all pupils are met and that they learn the importance of equality and respect. This will ensure that the school complies with the relevant sections of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics.

Keeping Safe, Keeping Healthy, Choices and Decisions:

- Growing up means more responsibility, how can I be responsible for my body, my feelings and what happens to me?
- What do I understand by 'risky'? What can I do to reduce the risks?
- What are the pressures and influences on me? When and how can I be persuaded? How can I learn to cope and make my own decisions? What are the skills I need?
- Who are the people who can help in different circumstances: parents, relatives, teachers, school nurses, policemen, etc.

The following issues will not be raised, but will be explained simply and factually to any child who asks about them.

- Contraception
- Aids, HIV and other sexually transmitted diseases
- Rape
- Abortion

Written and agreed by staff – February 2020

Adopted by Governors – March 2020

Next review - September 2021