



Rose Hill Westonbirt

SCHOOL

4. HEALTH POLICIES

4.1 SEX AND RELATIONSHIP EDUCATION POLICY

Aims

Rose Hill Westonbirt School accepts and acknowledges that sex and relationship education should be taught to children to help build their confidence and self esteem and to help them develop awareness of the world around them. The development of relationships and emotions should be an important part of sex education. At no stage are children taught explicit sexual terms other than to use the correct body part names for Science or in preparation for puberty workshops.

Parents are completely free to withdraw their children from part of any sex education provided, but not from teaching the biological aspects of human growth and reproduction. They are expected to discuss with their children issues that arise within their own families.

The Sex Education programme will encourage the following values:

- respect and care for oneself, both mentally and physically
- respect and care for others
- responsibility for one's own actions
- responsibility for others

Procedure

The Sex Education will provide information which is easy to understand and relevant to the age and maturity of pupils. Sex education should be developed mainly in the context of relationships. It will be taught through topics and themes, some of which will be developed for specific age groups and will be repeated each year.

This policy should be read in conjunction with the PSHE and the Science Policies.

Working with parents

The school is committed to working with parents. Under the 1993 Education Act pupils can be withdrawn by their parents from the part of sex education that is outside the compulsory elements of the science national curriculum.

Parents wishing to exercise their right must confirm this in writing to the Headmaster. Concerns of parents will be explored and the possibility of adjusting the programme to accommodate the needs of the child will be given consideration.



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Any specific sex education materials will be available for parents.

Delivery

as topics : through planned aspects of science
through the PSHE curriculum
pastoral care : addressed when appropriate in assembly
occasional visits from school health visitor and other visitors
through the use of story time and class time

Child Sexual abuse

The staff are trained in aspects of child abuse and the necessary procedures that must be followed. There is a designated child protection office in the school.

Confidentiality

A child's confidentiality will be maintained. But if it is believed that the child is at risk or in danger a teacher must confer with the head or deputy. The child will be supported by any member of staff with whom he/she feels comfortable.

Sometimes an individual child will ask an explicit or difficult question. Questions do not have to be answered directly and can be addressed individually later.

N.B.: to give advice or explanations in some areas relating to sexuality/substances may involve child protection issues or could be seen as a breach of the law. Teachers must exercise discretion in these situations and should refer to the head or deputy head if they are concerned for further advice and clarification. If in doubt ask the school's Child Protection Officer.

Active learning methods will involve children's full participation.

Content

National Curriculum for Science

Pupils should be taught the relevant parts of:

1. Life processes
2. Humans as organisms

A sequence for teaching sex education

This includes elements of the National Curriculum and Health Education matters.

Although the sequence is developmental certain themes are repeated in Class time and assemblies so that information is relevant and appropriate to the age and maturity of the pupils

Ages 4-5

people in my life. What they do for me and what I do for them;
my moods- feeling happy, sad and so on;
friendships



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loss and mourning (eg pet, person)
keeping safe - danger I might come up against. Saying no;
my body and other people's bodies - similarities and differences;
the beginning of life - me, animals, plants;
ageing - how we know things are alive, dead, young, old;

Ages 6-7

changes as we grow;
different types of families;
feelings in families (e.g. love, jealousy)
what helps people to get on with each other (e.g. listening/sharing)
what makes me happy;
what I like or don't like about other people;
keeping safe;
caring for myself; - hygiene, sleep, exercise;
people who help me to care for myself;
inside my body - the functions of different parts;

Ages 8-9

feelings - things which make me happy, sad embarrassed, scared etc;
difficult situations - e.g. teasing and bullying
changes in my own body and in those of others;
how babies begin and are born - how they grow;
family trees
keeping healthy - exercise, diet, grooming, the immune system;
friendship - who our friends are; how we make and lose friends;
making decisions - influences on me;
keeping safe;
varied lifestyles in the class and community - differences in others

Ages 10-11

decision making, risk taking;
feelings about the future (e.g. changing schools)
families and how they behave- what members expect of each other;
celebrations of birth, christening, puberty, marriage and death in different cultures;
expressing feelings and how we can do this in an assertive way, not bullying;
differences and similarities in people,
sexuality - what is it, and what words describe it;
body changes in me and others - why they are happening;
things that go into my body that will make me well (e.g. good food and medicines when we are ill)
things that go into my body that will harm (drugs that are not medicines, cigarette smoke, poisons);
messages about health and sexuality from television, videos, films, computers and newspapers.



Rose Hill Westonbirt
S C H O O L

Signed

Name

Date

To be reviewed by.....