

# Sex Education Policy

## Cambo First School

### **Description of school**

Cambo First School is a small school for girls and boys 4-9. Children come mainly from dual parent families, but there are single parents and a very small proportion of families where one parent is not the child's natural parent. The catchment is 97% white and most parents live in owner occupied /rented houses. The school receives excellent support from parents via Cambo SOKs

### **Issues to consider**

- content of sex education
- methodology, style and approach, location
- withdrawal of children
- confidentiality
- child sexual abuse
- skills
- moral framework
- who would deliver sex education, use of visitors

### **Aims**

Cambo First School believes that sex education in this school will be developmental and will prepare pupils for further work at middle, high school, and will work towards partnership with parents. At no stage do we teach children explicit sexual terms other than to use the correct body part names during science.

The Governors and staff believe that sex education is part of the entitlement of pupils.

But we expect parents to discuss with their children issues that arise within their own families.

The community accepts and acknowledges that appropriate sex education helps our pupils' development, confidence and self esteem.

As agreed across the Morpeth Partnership, there will be no formal Sex Education program at Cambo although areas will be discussed when and where necessary or as part of relationships in PSHE/Assemblies and RE. Formal education will begin in Y5/6 at middle school and will encourage the following values:

respect for self

respect for others

responsibility for their own actions

responsibility for their family, friends, school and wider community

The Sex Education Program will provide information which is easy to understand and **relevant** to the age and maturity of pupils.

Issues will be discussed in the context of relationships.

At Cambo sex education will be taught through PSHE/SEAL topics and themes on a rolling program of learning.

### **Delivery**

as topics : through planned aspects of science

pastoral care : addressed when appropriate in assembly/PSHE/SEAL

occasional visits from school health visitor and other visitors

through the use of story time and class time

as a community we celebrate the birth of children

### **Working with parents**

The school is committed to working with parents.

### **Child Sexual abuse**

The head and all staff are trained in aspects of child abuse and the necessary procedures that **must** be followed.

### **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/Appointed Child Protection Person. The child will be supported by any member of staff with whom he/she feels comfortable.

## **Use of visitors**

There are various people who can help with resources and support. These people may include parents and the school health adviser.

## **Answering difficult questions**

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 if they are concerned for further advice and clarification. If in doubt **ASK**

## **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

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 loose friends;

making decisions - influences on me;

keeping safe;

varied lifestyles in the class and community - differences in others