



# Sex and Relationships Policy

Ardleigh Green Junior School

September 2017



## Rationale

Children develop at different rates, both emotionally and physically. Finding an appropriate time when all the children are ready for information about human reproduction is difficult. The decision has been taken to err on the side of caution. Explicit explanations about sexual intercourse will not be approached until Year 6. Much implicit sex education however will be included in our normal curriculum prior to this. It may lead to questions from some children, which would require reference to sexual intercourse in the answer. Children, who ask such questions, are probably ready for the answer, but often their classmates may not be! It is school policy to refer children to their parents for answers to such questions at this stage and staff will liaise directly with the families concerned.

In Year 6 sexual relationships will be discussed with all children, in the context of loving family relationships. Changes at puberty, coping with menstruation, moods and responsibilities in relationships will be discussed in more detail. All parents have the opportunity to view the DVD used as a basis for the Year 6 programmes of study and are invited to a meeting in the Autumn term to discuss our approach to sex and relationships teaching in Year 6.

## Parental Involvement and Rights

The school welcomes parental interest in all aspects of the curriculum. We think parental involvement is particularly important where sex education is concerned. The school has no wish to undermine the role of parents in developing children's understanding of sexual matters and their related moral values. Parents have the right to withdraw their children from sex education lessons.

## Aims of our Sex and Relationships Programme

- To foster an atmosphere in school in which questions can be raised and answered freely.
- To help children to understand the nature of their own bodies and those of the opposite sex and to accept, with sensitivity, variations in body types and in growth and maturation rates, as they become aware of them.
- To provide children with access to correct information about issues of sexuality that are of concern to them so that misinformation may be counteracted.
- To encourage an awareness of the different types of caring home backgrounds there are in society, and an appreciation of how they can contribute to the well-being of children brought up in them.
- To help children to develop a sense of personal worth, to know when this is threatened by the actions of others and to be able to seek help when it is needed.
- To help prepare children for the physical and emotional changes brought by the coming of puberty.



## Objectives of our Sex and Relationships Policy

### Lower School

- Children should gain an increasing awareness of the nature of their own bodies, of the variations that exist between people and of the major differences between the sexes of animals and human beings. Children should have their appreciation of the essential similarities between the sexes reinforced.
- Children should know that both male and female are needed to make young and be aware of the basic biological role of each.

### Upper School

- Children should be given an acceptable vocabulary to refer to the sexual parts of the male and female body.
- Children should be helped to appreciate the importance of a stable and caring home in the upbringing of young children.
- Children should be helped towards an understanding of the biological reasons for the differences between males and females in animals and human beings.
- Children should develop a respect for the essential similarities between male and female human beings.
- Children should know about the developmental stages babies go through after birth and further explore the importance of providing a nurturing environment for growth.
- Children should understand the significance of ovulation and should be made aware of the physical and emotional changes that will soon take place within themselves and in children of the opposite sex.
- Children should be given opportunity to explore some of the important issues surrounding their personal relationships in school and in the home: their moods and feelings, their obligations and responsibilities, their reactions to upsets and disappointments, etc.

The Headteacher and senior staff will review the video and printed material to be used with the children. When new material is selected, parents will be consulted.

The school will endeavour to warn parents when children have specific sex education lessons so that parents have time to prepare.



## Sex and Relationships Programme of Study

Normally a scheme of work is not included in the policy. In the case of sex education it is important that parents are fully informed of the nature and content of the programme. Much of the programme will arise through weekly science and PSHCE lessons in addition to the specific "Growing Up," Programme in Year 6.

The current resources used as part of the Year 6 curriculum which specifically looks at sex and relationships can be viewed at:

[www.healthpromotion.ie/health/inner/busy\\_bodies](http://www.healthpromotion.ie/health/inner/busy_bodies)

The above website includes many resources to support parents and carers with children's physical and emotional development. In Year 6 our programmes of study focus on:

What happens during puberty.  
How girls' and boys' bodies develop during puberty.  
How babies are made.

### By the end of Key Stage 2 we will:

- Introduce vocabulary for external body parts (including genitals).
- Promote a general awareness of growth, reproduction, birth and death.
- Promote a general awareness of similarities and differences between children.

### The content of our curriculum will include:

- Planting seeds in the ground.
- Hatching of chicks and ducklings
- Learning that some eggs grow outside the mother's body – chickens and frogspawn;
- An awareness that living things come from living things (like from like) (e.g. puppies from bitches, etc.) babies grow inside the mother's body;
- Pollination; External fertilization (e.g. fish and frogs);
- Life cycle of ants, butterflies and bees;
- Growth of babies inside and outside the womb;
- Development towards independence (what babies can do at certain ages);
- Indication of level of understanding – egg is often in the womb and sometimes parents decide they want it to grow into a baby – more detailed questions (if any) to be referred home. Body changes at puberty – boys and girls (refer back to development of babies).
- Vocabulary for internal and external sexual and reproductive parts.
- Personal relationships in school and home.
- Moods and feelings.
- Obligations and responsibilities (including to the opposite sex).