

Sex Education Policy

Under the 1996 Education Act governing bodies of all maintained schools were not required, but could decide whether to include sex education in the school's curriculum. At Oldcastle the governors agreed that sex education should form part of the curriculum. Sex education begins the moment a child enters school and is an on-going subject throughout the whole of a child's education, touched on in many other subject areas. At Oldcastle sex education will not be treated as a separate subject but will be incorporated into a continuing programme within both Science and Religious Education, as well as circle time and the wider personal and social education programme. Although the governors feel that all pupils will benefit from sex education, parents can request that the child be wholly or partly excused from receiving sex education which is not related to the national curriculum.

The sex education programme will reflect the school ethos and demonstrate and encourage the following values: - respect of self, respect for others, responsibility for their own actions and responsibility towards their family, friends, school and wider community.

Questions will be answered simply and clearly. The teacher will be mindful of the child's different culture, background, age and understanding and will have considered strategies for dealing with questions beforehand.

What is Sex Education?

1. It is developmental, beginning in early childhood and linked to age and maturity.
2. It is about developing a positive attitude to relationships.
3. It raises awareness of self and sensitivity to others.
4. It equips children to take responsibility for their behaviour in their personal relationships and to make informed choices in that area.
5. It develops respect for self and others.
6. It provides accurate information about the various aspects of sexual development, physical, emotional and social.

Aims of Sex Education

1. To help young people to develop and improve their self esteem.
2. To help young people adapt to physical and emotional changes in themselves, peers, siblings and other family group members.

3. To give young people basic personal health knowledge and an understanding of human development.
4. To emphasise to young people that they have control and choice over their health and personal lifestyle.
5. To enable pupils to understand and formulate attitudes and value judgements about themselves and others.

Objectives of Sex Education

1. Begin to know about and have some understanding of the physical, emotional and social changes which take place at puberty;
2. Know the basic biology of human reproduction and understand some of the skills necessary for parenting;
3. Know that there are many different patterns of friendship; be able to talk to friends and important adults and seek advice when needed.

In the Foundation Phase, KS1 and KS2 years formal sex education is not taught as a single subject but as a natural and integrated part of the syllabus for 'our bodies', 'healthy living' and through the topics covered in the science curriculum. An awareness of oneself, feelings, growth and keeping clean and healthy are developed.

It is in Year 6 that the topic of "Growing Up" is introduced by the school nurse. It begins with discussions of friendship and feelings, and leads on to the changes experienced both emotionally and physically as we grow up. It is emphasised that each person grows and matures at a different rate,

Equal Opportunities

At Oldcastle Primary we believe that all people have the right to equal opportunities to help them reach their full potential.

We value and celebrate diversity and treat every member of the school as an individual, actively promoting equal opportunities.

The ethos of our school supports the development of self-respect and self-esteem in all pupils, staff and the community we serve.

We aim to ensure that the curriculum reflects the issues and needs of a diverse society.

We are opposed to all forms of inequality, discrimination and harassment.

In these respects, we aim to meet the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances.