



Coupe Green
Primary School
HOUGHTON

Growing and Changing Policy

Introduction

Growing and Changing education (formerly known as Sex Education) is defined as 'learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health'. DfEE guidance document Relationships education, relationships and sex education (RSE) and health education and our policy has been informed by this and follows their statutory guidance implemented in Sept 2019.

Growing and changing is part of the personal, social and health education curriculum in Coupe Green School. While we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation.

Aims and objectives

We teach our children the key principles for sex education:

- Is a development process throughout life and begins in the early years.
- Enables children to understand the processes of growth and sexual development
- Enables children to understand the changes that will occur to their bodies as they grow older and provide them with the knowledge they need to deal with them in the correct way, and who to go to for help or advice, should they need it
- Provides the context for the development of a positive self-worth and body image
- Informs children in matters of personal hygiene and related health issues
- Encourages children to develop an awareness of, and respect for, themselves and others
- Enables children to manage their relationships in a responsible and healthy manner
- Involves the development of skills and exploration of attitudes, values and emotions as well as the biological facts concerning human reproduction
- Promotes positive attitudes towards loving relationships and sexuality
- Offers opportunity for children to examine sexist attitudes and stereotyping and to clarify their own values and attitudes in respect of gender
- Provides the context for managing personal safety in relationships

Context & needs of our pupils

Identifying the needs of our pupils

When devising a policy for Growing and Changing Education, it is essential that our policy, scheme of work and curriculum are devised to meet the needs of all the pupils at our school, as the needs of one pupil to another, or one school can differ from the next. Our policy seeks to ensure that all the pupils within our school are equipped with the skills they need to have a good understanding of moral growing and changing education and maintain healthy relationships in later life.

Coupe Green Primary School is a County Primary School, based in South Ribble which teaches pupils 4-11. The pupils our school live in a predominantly white British background, this is an area of low unemployment and is relatively affluent in comparison to other areas of Preston. This is an area where we have an above average rate of high teenage pregnancy and infant deaths. Smoking and alcohol abuse during pregnancy are relatively high in comparison to National average, and breastfeeding initiation is

relatively low. With changes to the 21st century, children have more access to sexual and pornographic content that is often beyond our control. Some of our pupils have experienced family break up and may come into contact with other children from surrounding areas who have been witness to abusive relationships. By teaching growing and changing education, our children will be equipped with the skills they need to make good moral choices and maintain a healthy lifestyle and relationships.

We teach sex education in the context of the school's aims. While sex education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all our work in school. In particular, we teach sex education in the belief that:

- Sex education should be taught in the context of marriage and family life;
- Sex education is part of a wider social, personal, spiritual and moral education process;
- Children should be taught to have respect for their own bodies;
- Children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- It is important to build positive relationships with others, involving trust and respect;
- Children need to learn the importance of self-control.

The National Healthy School Standard

We now participate in the National Healthy School Standard scheme, which promotes health education. As participants in this scheme we:

- Consult with parents on all matters of health education policy;
- Listen to the views of the children in our school regarding sex education;
- Look positively at any local initiatives that support us in providing the best sex education teaching programme that we can devise.

Organisation

We teach sex education through different aspects of the curriculum. While we carry out the main sex education teaching in our personal, social and health education (PSHE) curriculum, we also teach some sex education through other subject areas (for example, science and PE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

In PSHE we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty. For example, we tell the boys that their voices will change during puberty and we explain to the girls about menstruation. We encourage the children to ask for help if they need it.

We follow the National Curriculum and our whole school skills curriculum map to teach science. In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

In KS2 we place a particular emphasis on health education, as some children begin to experience puberty at this age. We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children (as stated earlier in this policy).

The role of parents

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about the school's sex education policy and practice;
- Answer any questions that parents may have about the sex education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;
- Encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- Inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parents have the right to withdraw their child from all or part of the sex education programme, but not the science lessons, that we teach in our school. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex education programme. Other people that we may call on include the Family Liaison Officer if appropriate.

Confidentiality

Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that s/he may have been a victim of abuse. In these circumstances the teacher will refer this matter to the Headteacher as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Headteacher. The Headteacher will then deal with the matter in consultation with health care professionals. (See also Child Protection Policy.)

The role of the Headteacher

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our sex education policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The Headteacher liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

The Headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Monitoring and Review

The Curriculum Committee of the governing body monitors our sex education policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments. Governors require the Headteacher to keep a written record, giving details of the content and delivery of the sex education programme that we teach in our school.

Opting out

According to the DFE guidance, parents 'Parents and carers cannot withdraw their children from Relationships Education or Health Education. They can only withdraw them from any sex education the school chooses to teach above the statutory subjects'.

Last reviewed: June 2020