

CATOR PARK SCHOOL

SEX EDUCATION

CATOR PARK SCHOOL FOR GIRLS SEX EDUCATION POLICY

The Governing Body is required to make and keep up to date a written statement of its policy on sex education. Following the 1993 Education Act, sex education is now a compulsory element of the curriculum, although parents have the right to withdraw their daughter from lessons involving sex education.

The aims and objectives identified as appropriate to health education generally subsume those specifically applicable to sex education. In planning such provision our aim is to ensure that our students have adequate, appropriate and responsible education in sexual matters. Young people face complex pressures and dilemmas in developing mature relationships and need to face the task confident in their factual knowledge and with the opportunity to discuss and shape their feelings and attitudes.

The sex education programme at Cator Park School aims to enable students to:

1. understand the nature of feelings and emotions experienced by themselves and others and the importance of healthy personal relationships.
2. have a positive attitude to all bodily functions.
3. understand the biological facts related to human growth and development including reproduction and contraception.
4. recognise misleading myth and folklore.
5. accept variations in rates of growth and development (physical, emotional and social).
6. accept that change is part of the life cycle and be able to adjust to these changes.
7. recognise the value of loving and caring relationships.
8. understand the value of family life, the implications of parenthood and the needs of the very young.
9. understand and respect the varied cultural and religious influences on individual sexuality.
10. develop a range of personal skills and qualities, e.g. self-esteem, communication, negotiation, listening skills, empathy, assertiveness and problem-solving which will help students to have fulfilling personal and sexual relationships.
11. challenge sexism and prejudice in society and promote equality of opportunity.

12. be aware of sources of help and advice available within the family, school and community, and acquire the skills and confidence to use them.
13. accept their sexuality in a positive way and enjoy relationships based on mutual respect and responsibility, free from any abuse.
14. have the knowledge to protect themselves from infection or unwanted pregnancy.
15. value their own body and behave within a moral framework.

With these ideas in mind we have developed a programme which is designed to provide information and guidance sufficient to allow our students to develop in confidence, safeguard their health and welfare and make informed decisions about their own actions.

Curriculum content involves:

Key Stage 3

Body Knowledge

- Know in broad outline the biological and social facts which influence sexual behaviour and their consequences.
- Know about planning a family.
- Understand that parenthood is a matter of choice.
- Understand that organisms (including HIV) can be transmitted in many ways, in some cases sexually.

Human Growth and Development

- Understand differences in maturation and have a positive self-image.
- Understand the emotional changes which take place during puberty.
- Have a knowledge of child development.
- Have a knowledge of the role of primary health care.
- Be able to distinguish between infectious and non-infectious diseases, know how they are spread and be able to assist in their prevention.

Parenting, Families, Life Cycle

- Recognise factors in setting up and maintaining a home and having a family.
- Know about the role of the father and mother.
- Know about changes within the family, e.g. new members, death etc.

Relationships

- Recognise the changing nature of relationships within the family e.g. children gaining independence.

- Recognise the importance of personal choice in managing relationships so that they do not present risks.
- Know about the relationships between mother and father before and after the arrival of children.

Sexuality, Sexual Identity, Self Esteem

- Be aware of the range of sexual attitudes and behaviours in society.
- Understand that people have the right not to be sexually active.
- Understand the concept of stereotyping and identify its various forms.
- Know how labelling and stereotyping can have a negative effect on mental health.
- Understand differences in maturation and have a positive self-image.
- Recognise the importance of valuing and taking care of oneself.
- Understand the impact of the media and advertising on attitudes towards health.

Child Protection and Safety

- Be able to analyse and assess situations in terms of safety.

Personal and Social Skills

- Be able to give and receive praise and encouragement in order to promote self-esteem and confidence.
- Discuss moral values and explore those held by different cultures and groups.

Key Stage 4

Body Knowledge

- Understand the biological aspects of reproduction.
- Consider the advantages and disadvantages of family planning in terms of personal preference and social implications.
- Know about the technology to help in the reproductive process (and be able to discuss the ethical, moral and legal issues involved).

Human Growth and Development

- Understand the changing nature of sexuality over time and its impact on lifestyles.

Parenting, Facilities, Life Cycle

- Know and be able to put into practice, child care skills.
- Be aware of the need for preventative health care and know what this involves.
- Understand that the roles of different members of the family may alter over time.

Relationships

- Be aware of the partnerships, marriage and divorce and the impact of loss, separation, bereavement.
- Be aware that feeling positive about sexuality and sexual activity is important in relationships.
- Be aware of the part that family life can play in happy and fulfilling relationships.
- Be able to manage change in relationships.
- Be aware of organisations which offer support in human relationships.

Sexuality, Sexual Identity, Self Esteem

- Be able to discuss sexual harassment and its effects on individuals.
- Be aware of the influence of the media on self-image.
- Know how gender stereotyping can affect behaviour.
- Be able to carry out honest self-assessment.
- Understand the importance of feeling positive about oneself and others.

Child Protection and Safety

- Understand aspects of legislation relating to sexual behaviour.
- Investigate and be able to demonstrate safe practices in various environments.

Personal and Social Skills

- Know about factors which influence the process of making decisions and long and short-term consequences for self and others.
- Be able to express feelings confidently.
- Be able to discuss sensitive and controversial issues such as contraception, birth, HIV/AIDS, abortion, technological developments which involve consideration of attitudes, values, beliefs and morality.
- Be able to discuss ethical, moral and legal issues.
- Accept responsibility for and be able to justify personal choices and decisions.
- Show some insight into other people's lifestyles.
- Be able to understand and manage change.
- Know how to use helping agencies e.g. clinics, hospitals, etc.

Sex education does not exist as a separate subject on the timetable but, like other aspects of health education, finds a place within a number of teaching programmes. Moreover, we recognise that a developing awareness of the complexities of human relationships can become the subject of many lessons, centrally or peripherally, and is often at the heart of individual guidance given by teachers, form tutors or year heads to our students. This incidental education goes on continually and does not appear within a defined syllabus.

The content and organisation of formal sex education within the school is reviewed annually to accommodate changes in national curriculum requirements

or to adopt changes recommended by health professionals or our own tutorial teams. Certain principles, however, remain constant:

1. That teaching of sex education should be undertaken with due regard to moral considerations and the value of family life.
2. That such teaching should not form a discrete course, but should occur within a number of curriculum areas as described above.
3. That where outside speakers are employed they are fully briefed, both as to how their contribution fits within the overall scheme and as to the moral dimension appropriate to their presentation.
4. That where video material is used it is fully previewed for suitability.
5. That parents should be informed of our policy and given the opportunity to withdraw their children from formal sex education lessons, in compliance with the law.

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