

HERNE JUNIOR SCHOOL
Sex and Relationships Education Policy



RATIONALE:

Sex and Relationships Education

"is lifelong 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."

[Sex and Relationships Education Guidance ref: DfEE 0116/2000]

Policy Formation and Consultation Process - Spring 2015

Following discussions with the head teacher, the curriculum leader and the Personal Development (PDL) Leader in Spring 2015 a draft SRE policy was drawn up. The draft policy was then disseminated for discussion amongst the staff. Any changes were addressed. Leadership Team then submitted the final draft to the Governing Body for consideration and then final approval was recommended to be done by the headteacher and led to its consequent adoption. (Staff Update June 5th 2015).

AIMS:

This policy covers our school's approach to the teaching and learning of Sex and Relationship education (SRE). Our school's overarching aims for our pupils are to provide opportunities for pupils to develop the skills, knowledge and understanding they need to lead confident, healthy, independent lives, make wise and informed choices, become active and informed citizens and to ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

At all times the overarching principle is to ensure the present and future wellbeing of pupils and to meet their learning needs. It is also crucial for lessons to help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying), use of prejudice-based language and how to respond and ask for help.

RATIONALE:

We define 'sex and relationships education' as learning about sex, sexuality, emotions, relationships, sexual health and ourselves.

We consider that it includes:

- Learning about physical and emotional changes that they will experience within various relationships.
- Understanding how their bodies will change physically as they go through puberty and into adolescence.
- Deepening their understanding of emotions and feelings and how these may vary in intensity as they face new experiences and go through puberty.
- Understanding human reproduction (how a baby is made).
- Understanding how a baby is born.
- To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.
- To recognise ways in which a relationship can be unhealthy and who to talk to if they need support.
- That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010).
- To be aware of different types of relationship, including those between friends and families, civil partnerships, marriage and same sex relationships.
- To recognise their increasing independence brings increased responsibility to keep themselves and others safe.
- To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong.
- About people who are responsible for helping them stay healthy and safe and ways that they can help these people.

We believe our children's welfare, safety and self-esteem is paramount if we want our children to learn, feel prepared for their future and therefore leave us as informed citizens. We believe that our children are entitled to an education that enables them to live safe, fulfilled and healthy lives. That is why we believe it is important to address this area of the curriculum.

OBJECTIVES:

To ensure Information will be delivered in an accepting and honest way, which enables young people to contribute, and as deemed age-appropriate.

To keep Parents fully informed of policy and practice.

SRE will focus on:

- Attitudes and Values.
- Learning about the values of family life and stable relationships.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.
- Personal and Social Skills.
- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others and people who live different lives to their own.
- Learning to make choices based on understanding of differences and with the absence of prejudice.
- Providing opportunities for young people to develop the ability to understand the consequences of their decisions and actions, and to manage conflict.
- Knowledge and Understanding.
- Information about healthier, safer lifestyles.
- Physical development.
- Emotions, relationships and reproduction.

METHODS

Curriculum Content

- At Herne we teach through a thematic approach and much of the PDL, SRE and drugs education is embedded in this. We consolidate the children's' learning from Key Stage 1, where the focus was on being able to understand the importance of:
 - Self esteem
 - The concept of growth and change
 - Showing respect
 - Relationships - family, friends; understanding others and respecting difference
 - Feelings

- Knowing the correct names for the external parts of the body, including sexual parts
- Personal hygiene
- Knowing places that are safe and where to go for help
- Making safe choices - saying no, when to keep a secret, when to tell
- Knowing that we have rights over our own bodies.

In Key Stage 2 we focus on children being able to understand the importance of:

- Life changes
- Self esteem
- Respect for their own and others bodies
- Recognising risk/making safe choices - who has access to their bodies?
- Resisting unwanted peer pressure
- The influence of the media
- How to access help
- Feelings and emotional change (linked to puberty)
- Bullying
- Relationships (family, friends, love, marriage)
- Understanding differences
- Preparation for sexual maturity and the process of conception and birth
- How changes at puberty affect bodily hygiene

This is not an exhaustive list.

Organisation and Delivery

The PDL leader is responsible for co-ordinating the policy and curriculum content. SRE will be taught by the class teacher to class groups, with provision for single-sex groups as appropriate, and will be delivered as a rolling programme. There is a cohesive, spiral curriculum running from Year 3 to Year 6. The school nurse will be invited to support the delivery of the SRE curriculum at appropriate times. Other agencies/visiting speakers may be invited to input into the programme but are strictly vetted under our service level agreements and child protection protocols.

Confidentiality

Confidentiality is an important consideration for these PDL/SRE lessons as sensitive topics arise pupils may feel comfortable to disclose information that is of a personal nature. Children should be aware that what is discussed in an SRE lesson should not be discussed with other children outside of the lesson as this may not be appropriate for

their age groups. However it is also important that as an adult delivering an SRE session you are not able to promise confidentiality to any of the children that you teach. If a child discloses something that is believed to be of concern the adult must inform the CPLO or Designated Safeguarding Leader and refer to the school's child protection documentation.

In lessons children will be given the opportunity to ask questions. If they do not wish to ask questions in front of their peers then children will be provided with a question box so as to allow them to ask questions that concern them anonymously.

Ground Rules

Each year group will be given a set of ground rules. These are to be used when delivering a sensitive SRE lesson or at the teacher's discretion. Children should generate the ground rules for the session, looking at which ones are available and selecting the ones that they deem to be appropriate for the lesson. They include things such as:

Kind words only

Privacy

Listen when others are speaking

Confidentiality

Etc.

Marriage and Relationships

Children will learn about the value of marriage and family life. Same sex relationships will be discussed in relation to families, love and with reference to the 2014 legislation allowing same sex marriage. Teachers should maintain neutrality and personal opinions only expressed when in an appropriate context and should be done so in a reasonable manner. When teaching about this matter staff and children's family backgrounds and cultural beliefs should be taken into consideration. It is unlawful to discriminate against a teacher on the basis of sexual orientation or on the basis of belief for or against same-sex marriage.

All linked agencies, as above, will be appraised of this policy and where they fit within the planned programme; there will be discussions before any input, including on confidentiality issues, and joint evaluation afterwards. No visitor will work with pupils in a classroom situation without a teacher present.

Parents have the right to withdraw their children from any SRE that falls outside of the statutory Science curriculum (Education Act, 1996- they cannot withdraw from human reproduction as this is in the National Curriculum Science syllabus).

Any parents expressing concerns will be invited into the school for discussions with the headteacher and teacher responsible for delivering the programme, and to view materials and resources. Should they still decide to exercise this right school will make provision such as placing the child with another class, for the supervision of the child. The parent will be advised that they have an obligation to provide the information at home using information available from the DfE.

Teachers will answer pupil questions appropriately and using their professional judgement, in line with this policy. There is no expectation that any teacher delivering SRE will automatically answer pupil questions, as this may infringe personal boundaries. However, in this instance, pupils will be advised to talk to their parents, another member of staff, or advised as to where they may be able to access information e.g. helplines, websites, leaflets etc.

MONITORING:

Both the policy and classroom delivery will be monitored and evaluated as part of the regular cycle of self-review.

Procedures include:

- lesson observations by the Leadership team including the subject leader or by pre-arranged observation by the subject link governor
- the appropriate person (head, teacher, governor) reporting back to the Curriculum sub-committee once a year
- an annual evening for parents to review the taught programme
- evaluation by pupils of both individual sessions and the whole programme focussing on learning outcomes and appropriate delivery
- evaluation of the programme linked to individual teacher feedback.

Both of the final two should include at least one example annually of written evidence, although on-going monitoring may take other forms.

The policy will be reviewed, after consideration of all of the above, at least every two years (May 2015) and ratified by the full governing body.

Support and Training

The governors acknowledge that the effective teaching of SRE, within the PDL/PSHE framework, requires particular skills and expertise. All staff will have the opportunity to attend awareness-raising sessions and to discuss whole-school issues. Those staff with specific responsibility for delivering the programme will be consulted as to their particular training requirements, and access to these will be through CPD, etc. It is essential that those teachers delivering the programme are confident in their abilities, and in the support offered by this policy.

Governors will also be offered an annual opportunity to be updated on any changes and developments.

Because of the changing nature of the content, issues of resourcing will be dealt with appropriately with PSHE/SRE being a consideration within the annual budget.

LINKED POLICIES:

The SRE policy, with the Drugs Education Policy, forms part of the PDL (formerly known as PSHE) policy.

See also

Child Protection

Equal Opportunities

Confidentiality

Health and Safety

Behaviour

The Policy references:

DfEE Guidance for Schools [0116/2000]

Ofsted 'Sex and Relationships' [2002]

FPA Putting Sexual Health on the Agenda [2006]

Reviewed by Subject Leader: Livvy Johnson 6th May 2015

Circulated to Governors & Staff for feedback: Staff Update 5th June 2015

Approved by Headteacher on behalf of the Full Governing body: 10th July 2015

Review date: Summer 2017