



SEX AND RELATIONSHIPS EDUCATION

Policy agreed and ratified by Governing Body May 2015
Review date: May 2018

SEX & RELATIONSHIPS EDUCATION (SRE)

Sex and Relationship Education is 'the lifelong learning about physical, moral and emotional development. It is the understanding about 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. It is not about the promotion of sexual orientation or sexual activity.' (sex and Relationship Education Guidance 2000 DFEE)

RESPONSIBILITIES:

The Governing Body is responsible for deciding that Sex Education is part of the taught curriculum at Calmore Junior School. The Head and teaching staff are responsible for delivering the agreed programme. The Governors are responsible for ensuring that parents are consulted about the materials and resources used

INTENT:

The Governing Body of Calmore Junior School is committed to equality for everyone across all aspects of school life. We aim to ensure that equality is incorporated into existing and future policies to eliminate unlawful discrimination, harassment and victimisation and to advance equality of opportunity between different groups with particular emphasis towards the "protected characteristics" now enshrined in the Equality Act 2010.

PURPOSE:

This policy defines the position of the Governing Body at Calmore Junior School on Sex Education in the School. It describes the way in which Sex Education is taught, the materials and resources used, and the ways in which parents are consulted.

RATIONALE:

The Governing Body at Calmore Junior School believes that Sex Education should be taught at the school, within a curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the School and prepares pupils for the opportunities, responsibilities and experiences of adult life. The approach to Sex Education adheres to legislation and is conducted within a caring, moral framework. The development of health related skills such as informed decision making and communication is encouraged alongside opportunity to acquire accurate information.

MORAL AND VALUES FRAMEWORK:

The sex and relationships education programme will reflect the ethos of the school promoting and encouraging the following values:-

- 1. The value of respect, love and care*
- 2. Respect for self*
- 3. Respect for others*
- 4. Taking responsibility for own actions*
- 5. Responsibility for family, friends, school and the wider community and an understanding of their value*
- 6. A positive attitude to healthy lifestyle and keeping safe.*

2. Aim

Sex and Relationships Education aims to give pupils the knowledge, understanding and skills to be able to behave responsibly, and with maturity, and make informed choices in order to lead healthy, independent and safe lives.

3. Objectives

Our Sex and Relationships Education should achieve the following outcomes:

- Provide knowledge about the processes of reproduction and the nature of relationships.
- Help pupils to cope with the physical and emotional challenges of growing up.
- Provide an understanding that positive, caring environments are essential for the development of a good self-image.
- Understand that individuals are in charge of, and are responsible for, their own bodies.
- Encourage the acquisition of skills and attitudes which will allow pupils to manage their relationships in a responsible and healthy manner.

4. How the policy was formulated/developed

The policy was developed by a representative group comprising governors, including parent governors, the Headteacher and staff.

The draft policy was discussed with staff and the governing body and approved by all parties. A hard copy of this policy can be obtained from the School Office.

5. Where and to whom the policy applies

The policy applies to:

- All teaching and non-teaching staff employed by the school.
- All external visitors delivering Sex and Relationships Education to young people on the school site during the school day.
- All governors of the school.

6. The Sex and Relationships Education Programme

Sex and Relationships Education (SRE) at the school is delivered within the Personal, Social, Health Education (PSHE) Curriculum and complies with the statutory minimum requirements of National Curriculum Science.

This policy was formulated through use of a range of national documents including Sex and Relationships Guidance (DfES 2000, 0116/2000)

It has been developed by the school's Headteacher/ PSHE Manager with the needs of the children of this school in mind as they progress towards puberty.

Children will go on to adolescence with knowledge of the facts of puberty and the mechanics of reproduction supported by the understanding and skills to have positive and caring relationships. They will learn to have respect for each other and the needs and feelings of the opposite sex and better able to deal with some of the problems and challenges associated with growing up.

SRE is taught, in the main, by the class teacher in clear progression across the school through clearly defined schemes of work.

At each stage of SRE, all children's questions will be answered simply and honestly

within the boundaries set for each age group. Parents will be informed of any unusual questions or opinions which their children express.

7. Curriculum

Year 3

Cover friendships/relationships and Healthy eating and Teeth.

Year 4

Ups & Downs in relationships & Staying Healthy

Year 5

It's My Body, Life Cycles of Animals & Puberty & Menstruation

Year 6

Healthy bodies including effects of drugs & harmful substances, Sexuality & Sexual health

8. Organisation

- Most of the planned programme of work is concerned with biological facts and information. As such it is a requirement of the National Curriculum in Science and PHSE units and is an entitlement of all children.
- Some aspects of the PSHE programme throughout the school are related to broader issues (e.g. personal hygiene, health concerns, safety). Moral dilemmas and personal choice are part of discussion.
- Resource materials, including the television programmes which are used, are available for parents to view.
- Changes or additions to resources are shared with parents
- Parents are entitled to withdraw their children from Sex Education except those elements required by the National Curriculum.
- A child withdrawn from Sex Education is given alternative work to complete apart from the class for the duration of the session.
- Information about Sex Education is included on the website (including information on the parental right to withdraw a child).
- The approach to Sex Education ensures that information is suitable for the maturity of the pupils and a safe, caring environment ensures that information can be given in a natural way.
- Teachers answer children's questions sensitively and appropriately according to the maturity of the pupil.
- Teachers use their judgement when dealing with explicit issues raised by an individual pupil. They do not give promises of confidentiality or advice on sexual matters.

- Parents may be contacted if an individual child raises an explicit issue. Parental wishes on how the question should be dealt with will be followed.
- A teacher who becomes concerned about the nature of questions a child asks, or knowledge displayed by the child and believes that the child is distressed or in danger, will alert the Headteacher who will follow the school & County Council's Safeguarding Procedures.
- Teachers who are involved in delivering Sex Education receive appropriate support, in-service training and up to date information on the legal position of the School.

9. Answering Difficult Questions:

Each class should create an agreed set of ground rules that should prevent inappropriate discussion.

Question boxes are used to enable the children to ask questions without embarrassment and are dealt with at the discretion of the class teacher.

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed individually later.

This school believes that individual teachers must use their skills and discretion in these situations and refer to the teacher responsible for PHSE if they are concerned.

10. Working with Parents:

We expect parents to

Be the key people in teaching their child about sex, relationships and growing up

Work in partnership with the school on the content of SRE programmes

11. Monitoring and Evaluation of this Policy

The governors have been consulted on this policy and have ratified it. The lead governor for PSHE supports the PSHE Manager in monitoring the implementation of this policy.

This policy will be reviewed every two years unless amendments are necessary due to new legislation.

Monitoring takes place through liaison between the PSHE Manager, class teachers and pupils.

12. Linked policies

This policy should be read in conjunction with other related school policies, including:

- PSHE Policy
- Confidentiality Policy
- Child Protection Policy
- Health and Safety Policy
- Teaching and Learning Policy
- Drugs Education Policy

13. Dissemination

This policy is publicised to all in the school community through:

- School prospectus