

Sex and Relationship Education Policy

Reviewed: March 2013

Next Review: March 2016

Overall Aim

As a school we aim to prepare to cope with the physical and emotional challenges of growing up and to give them an elementary understanding of human reproduction. In this school, sex and relationships education will contribute to the requirements of the Education Reform Act 1988, i.e.

- Promote spiritual, moral, cultural, mental and physical development of pupils within the school and society.
- Prepares such pupils for the opportunities, responsibilities and experiences of adult life.

It is the policy of the governing body of Junction Farm Primary School that when matters of a sexual nature need to be discussed these are done in a natural and open manner with appropriate discretion. Parents will be approached first if a matter of a particularly delicate nature will be discussed (unless this course of action would be detrimental to the welfare of the pupil concerned - in this instance child protection procedures will be followed). Pupils' questions will be answered sensitively with due consideration being given to any particular religious or cultural factors and in relation to the children's age and level of maturity.

The Statutory Provisions

The government believes that all pupils should be offered the opportunity of receiving a comprehensive, well-planned programme of sex education during their time at school. The school's governing body has overall responsibility and they must have an up to date, written policy which must be available to parents.

Roles and Responsibilities

- Governors

As mentioned above, plus continued involvement through policy evaluation.

- Headteacher

Is responsible for the implementation of the policy and liaising with the governing body, LEA, parents and other appropriate agencies.

- Personal, Social, Health Education and Citizenship Co-ordinator

The co-ordinator, together with the Head teacher, has a general responsibility for supporting other members of staff in the implementation of this policy and will also disseminate information and provide INSET relating to S.R.E.

- Parents

The school recognises that the parents are key figures in helping their children to cope with the emotional and physical aspects of growing up and therefore have responsibility in preparing them for challenges and responsibilities which sexual maturity brings. Parents are encouraged to support the school's S.R.E. and have access to this policy.

- All Staff

SRE is a whole school issue. All staff, both teaching and non-teaching, should be aware of this policy and how it relates to them.

The Purpose of S.R.E.

The purpose of SRE is to provide knowledge about loving relationships, the nature of sexuality and the process of human reproduction. Alongside this, it should lead to the acquisition of understanding and attitudes which prepare pupils to view their relationships in a responsible and healthy manner. The SRE programme will benefit children, school and society.

SRE has three main elements:

1. Attitudes and values

- . learning the importance of values and individual conscience and moral considerations;

- . learning the values of family life, marriage and stable and loving relationships for the nurture of children;

- . Learning the value of respect, love and care;

- . exploring, considering and understanding moral dilemmas;

- . developing critical thinking as part of decision making.

2. Personal and social skills

- . learning to manage emotions and relationships confidently and sensitively;

- . developing self-respect and empathy for others;

- . learning to make choices based on an understanding of difference and with an absence of prejudice;

- . developing an appreciation of the consequences of choices made;

- . managing conflict; and

. learning to recognise and avoid exploitation and abuse.

3. Knowledge and understanding

. learning and understanding physical development at appropriate stages;

. understanding human sexuality, reproduction, sexual health, emotions and relationships.

Where, When and How?

S.R.E. can be found within the PSHE scheme of work/long term plan (this includes the use of a new S.R.E. resource ‘Lucinda and Godfrey’ which is a progressive scheme spiralling from Reception through to Year 6) as well as within the ‘Biological aspects of N.C Science’.

S.R.E. will be delivered within the weekly whole class lesson of PSHE in the children’s own classroom by their teacher. Occasionally an individual child may ask an explicit or difficult question within the classroom. This may be answered individually later. Teachers must use their own skills and discretion in these situations and /or seek support and advice from the PSHE co-ordinator.

Please note that the S.R.E. should be fully integrated in the school’s curriculum and not be isolated and taken out of context or over emphasised. It is also tackled during a Healthy Schools Week.

Parental Right of Withdrawal

Parents have the right to withdraw their children from all / parts of the S.R.E programme provided at school except for those parts included in the statutory N.C. Science curriculum. The DfES can offer school a standard pack of information for parents who choose to withdraw their child from S.R.E.

Specific Issues

- Child Protection

Children have the right to expect schools to provide a safe and secure environment. Teachers need to be aware that they bring fears or worries into the classroom that affect S.R.E, which brings an understanding of what is and is not acceptable in a relationship. S.R.E. may lead to a disclosure of a child protection issue.

- Confidentially (refer to confidentiality policy – to be written)

If a member of staff (teaching or non-teaching) suspects there to be C.P. issues involving a child, or is faced with a disclosure, then s/he has a duty to pass this information on to the designated C.P. member of staff, and use the procedures set out in the schools C.P. policy. Staff need to make pupils aware they can not legally give complete confidentiality. This can be tackled by revisiting ground rules at the

beginning of each session. The named person at Junction Farm Primary School is the Head teacher.

- Health Professionals (School Nurse)

When visitors and outside agencies are involved their contribution must have been planned as part of the overall S.R.E. programme. Their contributions should complement the teaching already taking place in school.

- They can work with and give support to teachers
- They can provide a link to relevant services
- They can inform pupils about using health services in the area
- Give pupils confidential support and advice

Health professionals who are involved in delivering S.R.E. programmes are expected to work within the school's S.R.E. policy and in the instruction of the headteacher.

However, when they are in their professional role, such as a school nurse in consultation with an individual pupil, they should follow their own professional code of conduct.

- Puberty

Boys and girls need to be prepared for puberty. At Junction Farm Primary School we will plan an appropriate age to do so, in consultation with parents.

- Menstruation

Linked to our education about puberty will be preparation for girls to cope with menstruation. Sanitary products are available within school if needed and a disposal unit is situated in the girl's toilets.

(sanitary towels kept in medical cupboard). If requested when changing for P.E., pubescent children have the option of using the toilet facilities.

- Dissemination and implementation

This policy will be given to all members of the governing body, teaching and non-teaching staff. All parents will be invited to read the document and reference copies will be available from the headteacher. Parents were also invited to a SRE Meeting.

Inclusion: GAT, LDD

Setting suitable learning challenges:

Teachers should aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. Teachers should teach the knowledge, skills and understanding in ways that suit their pupils' abilities - this may mean choosing knowledge, skills and understanding from earlier or later key stages so that individual pupils can make progress and show what they can achieve!

For pupils whose attainments significantly exceed the expected level of attainment, teachers will need to plan suitably challenging work. As well as drawing on materials from later key stages or higher levels of study, teachers may plan further differentiation by extending the breadth and depth of study within individual subjects or by planning work which draws on the content of different subjects.

Implementation of the policy

A copy of this policy is provided for each member of staff and each member of the governing body. Reference copies are available from the Head Teacher for all other persons who come into contact with the children.