

Heatherside Junior School

Sex and Relationships Policy

This policy has been created in accordance with national and local advice, and the spirit of Article 4, 5, 12, 13, 17, 19, 24, 34 and 36 of the UN Convention on the Rights of the Child.

Effective date: January 2017

Review Date: January 2020

Rationale

Developing into an adult is a natural process. Young people are constantly exposed to differing information, values and attitudes about relationships, sex and sexuality from a variety of sources. Teaching and support offered by a school should be complementary to, and supportive of, the key role of parents in preparing their children for these changes. However, we recognise that for some children, the school may provide the only structured approach to sex education that a child receives.

Defining Sex and Relationships Education (SRE)

The objective of sex and relationship education is to help and support young people through their physical, emotional and moral developments. A successful programme, firmly embedded in the school's curriculum, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. Ref: DfEE 0116/2000

The Aims of Sex Education

Based on the above definition, the aims of SRE in this school are:

- To enable our pupils to better understand the nature of human relationships.
- To enable pupils to see the importance of marriage and other stable loving relationships for the purpose of bringing up children.
- To prepare pupils for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood.

Objectives of the Programme

To help pupils to:

- Learn the value of family life, marriage and other stable and loving relationships for the nurture of children.
- Learn the value of respect, love and care.
- Develop self respect and empathy for others.
- Prepare for, and come to terms with, the physical developments that will take place in their bodies. In particular, to understand that variations in age, size and growth rate at the onset of puberty are normal.
- Understand the importance of personal hygiene as they develop.
- Cope with accompanying emotional changes in a sensible and mature way.
- Develop knowledge and understanding of human reproduction, including the use of appropriate language.
- Develop the skills, attitudes and values that will enable pupils to make informed, reasoned and responsible decisions about the behaviour they will adopt both while at school and in adulthood.
- Counteract myth, misunderstanding and misconception.
- Manage different types of relationships and be aware of their responsibilities and the possible consequences of their actions on others.
- Understand they have rights over their bodies and to encourage the development of personal safety skills.

Moral dimension

The school recognises that it has a responsibility for children's social and moral development and throughout the whole curriculum the school seeks to explore issues of right and wrong. The school recognises that SRE can raise sensitive issues and, whilst it acknowledges different life style choices, it promotes a view that stable loving relationships are the best context for sexual relationships and the bringing-up of children.

Content of the schools SRE programme

The School's SRE programme is based on national and local guidance. In summary, the Government's guidance states that:

At primary school level, sex and relationship education should contribute to the foundation of PSHE and Citizenship by ensuring that all children:

- *develop confidence in talking, listening and thinking about feelings and relationships;*
- *are able to name parts of the body and describe how their bodies work;*
- *can protect themselves and ask for help and support; and*
- *are prepared for puberty.*

The National Curriculum for Science at Key Stage 2 sets out that children should be taught:

- *That the life processes common to humans and other animals include nutrition, growth and reproduction.*
- *The main stages of the human life cycle*
Ref: DfEE 0116/2000

The delivery of SRE

The school recognises the SRE must be taught throughout the whole Key Stage as opposed to just Years 5 and 6. All teachers are responsible for teaching about and modelling good relationships within school and our aims promote the importance of this. Children will be encouraged to be open and to be able to ask questions and make decisions.

Working with Parents

Where SRE appears in the school's curriculum as a discrete learning focus, the school will inform parents about the issues to be covered and seek their support in exploring these issues in the home context. Teachers will use a range of teaching methods and resources in the delivery of SRE. All issues will be dealt with sensitively and with parental support; parents are invited in to workshops to view materials which are used before the lessons take place and to ask questions about the approaches to SRE at the School.

Parents have the right to withdraw children from aspects of sex education not covered by the National Curriculum; however this should be discussed with the Headteacher prior to the lesson(s) in order for alternative teaching arrangements to be made.

Monitoring and evaluating SRE

Through regular monitoring, the school will

- Ensure that SRE occurs in the school's curriculum according to the schemes of work for Science and PSHE/Citizenship;
- Monitor the use of teaching and learning styles through planning review;
- Monitor the use of teaching materials; and
- Evaluate the effectiveness of the school's programme.

Agreed Principles

- No one (teacher or pupil) will have to answer a personal question.
- There will be an opportunity for question and answer sessions to be held separately. This session will be led by teachers of the same gender as the children.
- No one will be forced to take part in a discussion.
- Explanations will take place in a sensible and factual way.
- Children with personal or sensitive concerns or questions can seek help by use of a question box set up in the class.
- Teachers will use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent.

Dealing with Sensitive Issues

In accordance with national guidance, the school believes that *teaching methods need to take account of the developmental differences of children, and the potential for discussion on a one-to-one basis or in small groups*. The school has set a framework for establishing what is appropriate and inappropriate in a whole class setting. If they consider a question/concern inappropriate to be dealt with in school, teachers may advise children to raise the issue with their parents/carers.

Where a member of staff is concerned that a Child Protection issue has occurred, it is their responsibility to follow the school's Child Protection policy immediately.

Confidentiality

Children will be advised of the school's policy on confidentiality and be reminded that an open forum is not a time to disclose personal information. If a child makes a disclosure which raises Child Protection concerns, they will be told that they cannot be offered or guaranteed absolute confidentiality.

Key Staff

Role	Appointed staff member
Healthy School's Manager	Mrs C Bartley
Healthy School's Governor	Ms Debby Hewison
Sex / Drugs Governor	
Child Protection Officer	Mrs H Dunn
First Aid Officers	Mrs H Garrod Mrs E Duffett

Note: All Staff have a collective responsibility for the delivery of Personal Development Learning (PDL)

Supporting documents

This policy is to be read in conjunction with the following documents

Child Protection Policy

Confidentiality Policy

Curriculum overviews for Science and PSHE

Single Equality Scheme

Sex Education in Schools (DCSF Guidance 0116/2000)

Hampshire Childrens' Trust (SRE 2010)

Anti-Bullying Policy

Behaviour Policy