



Sex & Relationships Education Policy

January 2017

Context

The purpose of this document is to provide teachers, parents and governors with a clear summary of the role of sex and relationship education (SRE) within the broad education offered at Ernehale Junior School. SRE is firmly rooted in our school's Personal, Social and Health Education (PSHE) and Science and RE curriculum and is an integral part of our Take Care agenda.

Ernehale Junior School is a primary school with approximately 240 pupils on roll aged 7 to 11 years of age. The majority of pupils are from a white British background living in Arnold and surrounding areas. There are 26 Black and Minority Ethnic pupils, 9 for whom English is an Additional Language. 20 pupils have been identified as Pupil Premium and 5 are free school meals. 7 Pupils have been identified as SEND. At Ernehale we believe it is an integral part of our Take Charter to equip pupils with a sound knowledge and understanding of their own physical, moral and emotional development.

This policy links with other school policies such as the PSHE and citizenship policy, anti-bullying policy, equal opportunities policy, safeguarding policy, confidentiality policy and health and safety policy.

Definition

'Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships.'

It is about the teaching of sex, sexuality and sexual health.

Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age.

Moral and Values Framework

Sex and relationship education at Ernehale will reflect the values of the school's PSHE curriculum. SRE will be taught within the context of relationships. In addition, SRE will promote self-esteem, emotional health and well-being, and help pupils form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, in school, at work and in the community.

Process for Policy development

This policy has been developed in consultation with parents/carers, teaching/non-teaching staff, governors and other relevant agencies. Methods of consultation have included auditing existing provision in order to develop, implement, monitor and evaluate the curriculum. A parents' evening was also held to provide an opportunity to share the policy with them.

Aims and Objectives for Sex and Relationship Education

The aim of SRE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. This should take place within the context of relationships within families at our school.

'Children need high-quality sex and relationships education so they can make wise and informed choices. We will work with teachers, parents, faith groups and campaign groups, such as Stonewall to make sure sex and relationships education encompasses an understanding of the ways in which humans love each other and stresses the importance of respecting individual autonomy.'

Sex and Relationship Education in Schools: SN/SP/6103, 15 October 2014

Objectives are;

- To provide the knowledge and information to which all pupils are entitled;
- To clarify/reinforce existing knowledge;
- To raise pupils' self-esteem and confidence, especially in their relationships with others;
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help pupils develop skills (language, decision making, choice, assertiveness) which will enable them to make the most of their abilities;
- To provide pupils with the confidence to be participating members of society and to value themselves and others;
- To help pupils gain access to appropriate information and support;
- To develop skills for a healthier, safer lifestyle;
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- To respect and care for their bodies;
- To be prepared for puberty and adulthood.

Sex and Relationship Education Guidance

As stated in the previous section, schools are currently required to have regard to the DfE 'Sex and Relationship Education Guidance', published in 2000. For quick reference some key guidance, included within it, is reproduced below. This information is not meant to be comprehensive but simply to give a brief introduction to what the guidance recommends.

The Department recommends that all primary schools should have a sex and relationship education programme tailored to the age, physical and emotional maturity of the children. It should ensure that both boys and girls know about puberty and how a baby is born – as set out in Key Stages 1 and 2 of the National Science Curriculum. Section 3 gives further information on what should be taught at these stages and how this should be rooted in the PSHE framework.

All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes. In the early primary school years education about relationships needs to focus on friendship, bullying and the building of self-esteem.

Parents' rights to withdraw a child from SRE

Section 405 of the *Education Act 1996* enables parents to withdraw their children from sex education other than the sex education that is in the National Curriculum (such as the biological aspects of human growth and reproduction that are essential elements of National Curriculum Science).

National Curriculum Science

Key Stage 2

- That the life processes common to humans and other animals include nutrition, growth and reproduction.
- The main stages of the human life cycle

Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, including disadvantaged and looked after children. It is our intention that all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision if required.

Such a programme can successfully follow the outline given below;

- In science children build on their knowledge of life cycles and learn about the basic biology of human reproduction including the birth of a baby in Years 5 & 6.
- Children are taught about the physical, emotional and social changes at puberty, including personal hygiene.
- In RE and PSHE they continue to develop an understanding of relationships within a family, between friends and the community and learn that there are different patterns of friendship.
- They will develop skills needed to form relationships and to respect other people's emotions and feelings.
- They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

Sex and relationship education should focus on the development of skills and attitudes not just the acquisition of knowledge. The Policy has been agreed in consultation with governors, parents and teaching staff.

The organisation of Sex and Relationship Education

Sex and relationship education is delivered through science, RE, PSHE and literacy activities. Sex and relationship education is taught by classroom teachers, teaching assistants and, if appropriate, outside visitors such as the school nurse. Sex and relationship education is usually delivered in mixed gender groups; however, there may be occasions where single gender groups are relevant and more appropriate.

A range of teaching methods, which involve children's full participation, are used to teach sex and relationship education. These include use of video, discussion, looking at case studies, drama and role play.

Sex and relationship education is monitored and evaluated by Deepa Vasudevan as part of the school's development plan. As a result of this process changes will be made to the sex and relationship education programmes as and when appropriate.

Parental consultation

The school includes information on sex and relationship education in the school prospectus and full details are available on request. The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to view the videos and resources being used.

Parents have the right to withdraw their children from those aspects of sex and relationship education, not included in the National Curriculum Science Orders, alternative work would be set. However, this rarely happens: by working in partnership with parents they recognise the importance of this aspect of their child's education.

Child Protection

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. Should this happen the staff member will inform the Head Teacher/Designated Child Protection person in line with the procedures within the Trust safeguarding policy. A member of staff cannot promise confidentiality if concerns come to light.

Links with other policies

This policy is linked with the following policies:

PSHE
Equality
Safeguarding
Confidentiality
Behaviour
Anti-Bullying

Dealing with difficult questions

Ground rules are essential to provide an agreed structure for answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique. Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom provision would be made to meet the individual child's needs in an appropriate setting.

Use of visitors

"Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator's and teacher's responsibility to plan the curriculum and lessons." (*Sex and Relationship Guidance DfE 0116/2000 p29, 6.11*) When appropriate, visitors, such as the school nurse, may be involved in the delivery of sex and relationship education, particularly in Key Stage 2.

Children with special needs

Teaching and resources will be differentiated as appropriate to address the needs of these children in order to allow them full access to the content of sex and relationship education.

Monitoring and Evaluation

Monitoring is the responsibility of the head teacher, named governor and staff with responsibility for sex and relationship education. The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers' planning, questionnaires to teachers and children and feedback from parents. The effectiveness of the SRE programme will be evaluated by assessing children's learning and implementing change if required.

SRE issues will be included in the induction programme for all new members of staff.

This policy will be reviewed in January 2018

Signed by Chair of Governors Date - January 2017.