



Parklands Junior School

Sex and Relationships Policy

Rationale

Sex and Relationships Education (SRE) promotes understanding of the emotional, social and physical aspects of growing up. It should equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being. SRE has a key part to play in the personal, social, moral and spiritual development of young people and in keeping them safe from harm. It begins informally in the home with parents and carers long before any formal education takes place at school.

Aims

The aim of SRE is to provide balanced, age appropriate, factual information about human reproduction and to prepare children for the physical and emotional changes they will experience when they reach puberty.

The objectives of our SRE programme are to:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour
- have the confidence and self-esteem to value themselves and others
- help young people to move with confidence from childhood through adolescence into adulthood
- form positive and healthy relationships with others
- behave responsibly within relationships, understanding that their actions have consequences
- help children to understand the difference between friendships they encounter at a younger age and more mature relationships which they can expect to have when they are older.

- develop appropriate terminology for sex and relationship issues to enable pupils to communicate effectively.

National Context

All maintained schools, including primary schools, are required to have a policy for SRE.

The government outlined their commitment to SRE in the Schools White Paper 'The Importance of Teaching' published in November 2010. The Paper states that children need high-quality sex and relationships education so they can make wise and informed choices.

Legislation relating to sex and relationships education (SRE) is contained within the Education Act (1996) and the Learning and Skills Act (2000)

The SRE Guidance (2000) is supported in legislation by the Learning and Skills Act (2000). This requires that in the context of SRE:

Young people learn about the nature of marriage and its importance for family life and the bringing up of children;

Young people are protected from teaching and materials which are inappropriate having regard to the age and the religious and cultural background of the pupils concerned. The Equality Act 2010 states that pupils have an entitlement to:

- Age and circumstance appropriate SRE;
- Access to help from trusted adults and helping services.
- Learning experiences which are positively inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience.
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SRE involves consideration of a number of sensitive issues, about which, different people may hold strong and varying views. The school's approach to

SRE will be balanced, take account of, and be sensitive to, different viewpoints but will not be subject to the bias of individuals or groups.

Young people may have varying needs regarding SRE depending on their circumstances and background. The school strongly believes that all pupils should have access to SRE that is relevant to their particular needs.

Organisation of SRE

Good quality SRE starts early in childhood ensuring that children develop the language and skills to talk about emotions, relationships and their bodies.

We intend that all pupils experience a planned programme of sex and relationships education at a level which is appropriate for their age and physical development, with adaptations, as appropriate) for those with special educational needs. All programmes of study are derived from the National Curriculum (see Appendix 1)

The SRE programme will be predominantly delivered through Personal, Social and Health Education (PSCHE) and Science lessons. In addition, some aspects of SRE may also arise in other subjects such as Religious Education.

Lessons are taught using a range of strategies, groupings and personnel; this may include single sex groups, input from the school nurse or other professionals, as appropriate.

Children are encouraged to ask questions during all lessons; pupil questions will be answered within the context of a lesson. Teachers set clear parameters with children about appropriate questions for whole class discussion. If the teacher believes that a question is inappropriate for discussion within the class group, he or she may suggest that the question is more suitable to ask a parent/carer. The teacher will discuss this with individual parents.

Pupils also have the opportunity to post questions anonymously in a question box. Responses can then be prepared in advance. Staff will choose not to respond to questions which are inappropriate.

Working with parent/carers:

At Parklands Junior School we acknowledge and celebrate diversity in family structure and organisation; we seek to work in partnership with parent/carers to provide effective SRE. The school's SRE programme is intended to support parents/carers in their role as the first educators of their children.

Parents/carers will be informed when SRE lessons are taking place and will be provided with a programme overview. A range of resources are available to support parents in discussing this learning with their child (see Appendix 2).

Monitoring and Evaluation

Lessons are assessed ensuring that the pupils reflect with the teacher on what they have learned in terms of knowledge and understanding, development of skills, and how their attitudes and values may have changed. This is carried out in a variety of formal and informal ways.

Staff review the programmes following delivery and make adjustments as appropriate.

Assessment

To be successful independent learners, pupils need regular opportunities to reflect on and identify what they have learnt, what needs to be learnt next and what they need to do to continue their learning. This may be to compare progress against their own starting point or that of others, or to measure their progress with reference to an external standard, such as end of key stage statements.

Teachers and other professionals need to be clear about the progress and achievements of the pupils they teach and how their learning might be improved.

Further guidance is available on:

PSHE association website

<http://www.pshe-association.org.uk/content.aspx?CategoryID>

National Curriculum 2014 website

<http://www.education.gov.uk/schools/teachingandlearning/curriculum/primary/b00199209/pshe>

<http://www.education.gov.uk/schools/teachingandlearning/curriculum/primary/b00199179/science->

Teachers report on personal and social development in the pupils' annual school report and will incorporate progress and achievement in SRE within this.

Procedures for Pupil Withdrawal from SRE

All aspects of SRE which address objectives from the National Science Curriculum are compulsory for all pupils.

Parents have the right to withdraw their children from part or all of sex and relationships education provided outside the National Science Curriculum. Parents wishing to withdraw their child should do the following:

1. Read the school's Sex and Relationships policy (available on the school website), schemes of work and review resources.
2. Discuss concerns with a member of the school's leadership team.

If parents/carers still wish to withdraw their child they will be asked to put their request in writing stating which part(s) of the programme they wish their child to be excluded from.

Pupils who are withdrawn are expected to attend school as usual; they will be accommodated in another classroom during the withdrawn session.

Parents/carers will be signposted to resources which will support them in preparing their children for puberty.

Confidentiality:

Staff follow the guidelines outlined in the Data Protection and Safeguarding policies on confidentiality, handling sensitive and controversial issues and supporting young people.

Teachers and other adults involved in SRE will sometimes hear disclosures that suggest a child may be at risk of abuse. If a concern arises, all adults are required to follow safeguarding procedures, as described in the school's Safeguarding Policy.

Links with Other School Documents

- Safeguarding Policy
- National Curriculum Statements (Statutory and non-statutory)
- Equality Policy
- Data Protection Policy
- School Curriculum Plan
- E Safety policy

This policy will be reviewed on a 3 yearly cycle.