



# Southbourne Junior School Sex and Relationships Education Policy

Status & Review Cycle: 3 years  
Next Review Date: October 2019

## Introduction

*'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.

Our school's policy on sex and relationship education is based on the DfES document Sex and Relationship Education Guidance (DfES 016 / 2000). The teaching of Sex and Relationships Education is part of the personal, social and health education (PSHE) curriculum in our school.

In the DfES document, sex education is defined as 'learning about physical, moral and emotional development'. It is about understanding the importance of family life, stable and loving relationships, respect, love and care and promoting the British value of tolerance. We do not use Sex and Relationships Education as a means of promoting any form of sexual orientation.

The Government's statutory safeguarding guidance for schools: 'Keeping children safe in education' (May 2016) under 'Opportunities to teach safeguarding' (point number 68) states that:

'Governing bodies and proprietors should ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE) ... and - for maintained schools and colleges - through sex and relationship education (SRE).'

The updated guidance puts stronger emphasis on teaching about safeguarding and the role of SRE in doing so.

Sex and Relationship Education includes supporting young people in developing self-confidence in preparing for physical and emotional changes into adulthood. We believe that the teaching of Sex and Relationship Education should be shared with parents and be mutually supportive and complementary. It promotes an understanding of the range of family types and other people who contribute to providing children with the care, love and support they need to grow and develop.

The policy has been developed to ensure that staff and parents or carers are clear about the statutory requirements regarding Sex and Relationships Education, and that the pupils receive their educational entitlement. Through implementation of this policy, the school will meet specific aspects of the legal and statutory requirements.

Every child is entitled to receive Sex and Relationships Education. It is our intention that all children have the opportunity to experience a programme of Sex and Relationships Education at a level which is appropriate for their age and physical development with differentiated provision if required.

## **The Moral and Values Framework**

Sex and Relationships Education is required to be taught within a moral framework. At Southbourne Junior School, Sex and relationships education reflects the values of our PSHE curriculum and is taught in the context of relationships. Children will learn about moral values through all aspects of school life and in all curriculum areas, not just in Sex and Relationships Education. We aim to:

- help pupils develop sensitivity and respect for themselves and others;
- provide a friendly and caring environment in which children are able to ask questions and further their understanding;
- support pupils in taking responsibility for their actions and the consequences of their actions;
- provide equality of opportunity for all children in a caring community in which each individual is encouraged to make a valuable contribution.

## **Aims of Sex and Relationship Education**

Taking account of the age, maturity and needs of the pupils, Sex and Relationships Education aims to:

- provide the knowledge and information to which all pupils are entitled;
- help children to develop feelings of self-respect, self esteem, self -confidence, sympathy and empathy, especially in their relationships with others;
- provide the confidence to be participating members of society and to value themselves and others;
- prepare pupils for puberty and encourage them to take responsibility for their own actions;
- give them an understanding of reproduction and sexual development;
- give them an understanding of the importance of health and hygiene and to develop skills for a healthy safe lifestyle;
- develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- respect and care for their bodies;
- answer pupils' questions honestly and sensitively - referring the children to parents where appropriate;
- give them information on where individuals and families can get help and support.

## **Context**

We teach Sex and Relationships Education in the context of the school's aims and values framework. Whilst Sex and Relationships Education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all work in school. In particular, we teach Sex and Relationships Education with the beliefs that:

- SRE should be taught in the context of loving relationships and family life;
- SRE is part of a wider personal, social, spiritual and moral education process;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect;

- children need to learn the importance of self-control.

### **The teaching programme for Sex and Relationship Education**

We teach Sex and Relationships Education discretely. However, some relationship aspects are covered through our PSHE curriculum, and some of the biological aspects are covered in Science.

We also teach Sex and Relationships Education through other subject areas. For example in PE, children develop knowledge and understanding of the body, and how it is changing and developing. Linked with R.E, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

Since Sex and Relationships Education incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum, but through all aspects of school life including the playground. It is important then that all staff understand that they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

At the primary level particular care and sensitivity is needed in matching teaching to the maturity of the pupils involved. This may not always be adequately indicated by chronological age. At this level, our teaching aims to help the pupils cope with the physical and emotional challenge of growing up, including respect for their own and other people's bodies; as well as giving them an elementary understanding of human reproduction. Pupils' questions are answered sensitively and with due consideration for any particular religious or cultural factors bearing on the discussion of sexual issues. Pupils are encouraged to have due regard to moral considerations and to appreciate the benefits of stable family relationships and the responsibilities of parenthood.

The school SRE Overview outlines the content of our programme and when objectives are taught in each year group. 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 usually delivered in mixed gender groups however, there may be occasions where single gender groups are more appropriate and relevant. The SRE overview is available on the school website and parents can view lesson plans and resources if they request.

In Year 6, the children experience two topics which are driven by Science, PSHE and the aims of Sex and Relationships Education these include, 'It's Good to be me' and 'When I grow up'. Particular emphasis is placed on helping the pupils' understanding of how their bodies work and fit together, the changes that are occurring within their bodies and how to maintain a hygienic and healthy body.

### **The Role of Parents**

Parents are, and must be, the key figures in helping their children to cope with the physical and emotional aspects of growing up and in preparing them for the challenges and responsibilities which sexual maturity brings. Consequently the teaching offered by the

school should be complementary and supportive to the role of parents. Some parents may not feel able to discuss sexual matters fully and freely with their children. Therefore the school has a clear responsibility to ensure that pupils are adequately prepared for adult life. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school's Sex and Relationships Education policy and practice and when aspects of the programme are taught;
- answer any questions that parents may have about the Sex and Relationships Education of their child;
- provides opportunities for parents to view the videos and resources being used;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Sex and Relationships Education in the school.

All parents have the right to withdraw their child from all or part of the sex education provided, unless that sex education forms part of the National Curriculum. However this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education.

### **The Role of the SRE Leader**

It is the responsibility of the SRE Leader to ensure that both staff and parents are informed about our Sex and Relationships Education policy, and that the policy is implemented effectively. It is also the SRE Leader's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity. The SRE Leader, Head teacher and named governor monitor this policy annually and report to the full governing body on the effectiveness of the policy.

### **The Role of the School and Other Members of the Community**

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professions, give us valuable support with our sex education programme.

Our school nurse has planned the sex education lessons with the Year 6 pupils. Staff work through a series of four planned lessons in which all of the aims of Sex and Relationships Education are covered. Class teachers support and if necessary plan flow up sessions between the school nurse visits. If the class teacher feels they need to be supported by another member of staff (usually of a different gender) then this is arranged accordingly.

### **Confidentiality**

Teachers conduct sex education lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, or indicates that they may have been a victim of abuse, then this will be dealt with in line with our Child Protection Policy. Staff will not try to investigate, but will immediately inform the Designated Child Protection and Safeguarding person about their concerns. The designated member of staff will then deal with the matter in consultation with health care professionals (see also our policy on Child Protection).

### **Answering Difficult Questions**

If a child asks an explicit or difficult question, the staff will use their professional judgement in deciding the best way to answer it. This may be through individual work or discussion with the child. If the staff member is concerned, they can refer to the Head teacher who can discuss the matter with the parent, or follow other appropriate procedures. Year 6 classes have an 'SRE Question box' in their classroom during the half term in which they are being taught SRE, so that they can ask questions anonymously.

### **Children with SEND**

The school must make sure that the needs of all pupils are met. This may mean more explicit teaching to ensure that children with additional education needs are properly included in SRE. This may mean additional support within lessons, small group or individual lessons and an adapting of resources to enable access. Parents may need to be consulted individually with regard to children with SEND, especially if the pupil has a very low mental and or emotional age.

### **Monitoring and Evaluating the policy**

Monitoring is the responsibility of the SRE Leader, Head teacher and named governor. They report their findings and recommendations to the full governing body, as necessary.

This committee 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 is evaluated by assessing children's learning and implementing change if required.

This policy document is placed on the parents and staff notice board for 2 weeks following approval by the full governing body. Any change will be reflected in the school prospectus. SRE issues are included in the induction programme for all new members of staff.