



Concord
JUNIOR SCHOOL
Creating excellence together

Sex and Relationship Education Policy



BRIGANTIA
LEARNING TRUST
Creating excellence together

Updated September 2017
To be reviewed – Autumn 2018

Introduction

Our school's policy on sex and relationship education (SRE) is based on the DfE document 'Sex and Relationship Education Guidance' (DfE 0116/2000) and the supplementary advice 'Sex and Relationships Education for the 21st Century'.

SRE is defined as 'learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

SRE is part of the personal, social and health education (PSHE) curriculum in our school. When we inform our pupils through SRE about sexual issues, we do this with regard to morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use SRE as a means of promoting any form of sexual orientation.

Why is SRE important?

High quality SRE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex and relationships education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 Not Yet Good Enough report.
- SRE plays a vital part in meeting schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive SRE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

The Department of Health set out its ambition for all children and young people to receive high quality sex and relationships education in the Sexual Health Improvement Framework (2013), while the Department for Education's paper The Importance of Teaching (2010) highlighted that 'Children need high quality sex and relationships education so they can make wise and informed choices'.

Aims and Objectives

The overall aims of the school and National curriculum are:

1. To provide opportunities for all pupils to learn and to achieve.
2. To promote pupil's spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

'Sex and Relationship Education Guidance' [DfES Ref 0116/2000] recommends that 'Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives'. The school has a key role, in partnership with parents/carers, in providing SRE.

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about sex and relationships, are more likely to be more discerning in their relationships and sexual behaviours and to have fulfilling relationships.

The guidance suggests that SRE should have three main elements as follows:

Knowledge and understanding

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, sexual health, emotions and relationships.

Attitudes and values

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value 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.

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.
- Learning how to recognise and avoid exploitation and abuse.

We teach children about:

- the physical development of their bodies as they grow into adults;
- the way humans reproduce;
- respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
- the importance of family life;
- moral questions;
- relationship issues;
- respect for the views of other people;
- sexual abuse, and what they should do if they are worried about any sexual matters.

Morals and Values Framework

Our approach to SRE will be conducted within a clear morals and values framework based on the following principles:

- The value of stable and loving relationships.
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views.
- The development of relationships, including sexual relationships, based on mutual consent, rather than coercion.
- The right not to be abused by other people or be taken advantage of.
- The right of people to follow their own sexuality, within legal parameters.

We also believe that pupils have an entitlement to:

- Age and circumstance appropriate SRE.
- Access to help from trusted adults and helping services.

SRE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. Our approach to SRE will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias. We shall endeavour to have an approach that is educational, rather than one based on propaganda.

Organisation

We teach about SRE through different aspects of the curriculum. While we carry out the main SRE in our PSHE curriculum, we also do some through other subject areas which we believe contribute significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.

In PSHE, we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body, and how these work, and we explain to the children what will happen to their bodies during puberty.

In science lessons we follow the guidance material in the National Curriculum.

In the New National Curriculum SRE occurs in:

Y5	Living things and their habitats	describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
		describe the life process of reproduction in some plants and animals.
	Animals inc humans	describe the changes as humans develop to old age.

In Year 6, we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how children's bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.

We arrange a meeting for all parents and carers of children in Year 6 to discuss this particular programme of lessons, to explain what the issues are, and how they are taught, and to see the materials the school uses in its teaching.

Confidentiality and Advice for Teachers

Confidentiality

Teachers conduct SRE 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, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns (see our policy on Child Protection).

Ground rules and distancing techniques

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of SRE. To this end ground rules have been agreed to provide a common values framework within which to teach. There are clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher or pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- Meanings of words will be explained in a sensible and factual way.

Answering difficult questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered and can be addressed later. We believe that individual teachers must use their professional discretion in these situations and refer to the PSHE coordinator.

Dealing with questions

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- Teachers should set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which does not encourage giggling and silliness.
- If a verbal question is too personal the teacher should remind the pupils of the ground rules.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis.

- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- Pupils must not be given the impression that teenagers inevitably have sex, the view that sex should be between two people who are mature enough to make informed decisions should be emphasised.
- If a teacher is concerned that a pupil is at risk of sexual abuse the Headteacher should be informed and the usual child protection procedures followed.

Inclusion

'Mainstream schools and special schools have a duty to ensure that children with special educational needs and learning difficulties are properly included in sex and relationship education. Sex and relationship education should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives'

'Sex and Relationship Education Guidance' [DfES Ref 0116/2000].

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. To achieve this our approach to SRE will take account of:

The needs of boys as well as girls. Girls tend to have greater access to SRE than boys, both through the media (particularly magazines) and the home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying.

Ethnic and cultural diversity. Different ethnic and cultural groups may have different attitudes to SRE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

Varying home backgrounds. We recognise that our pupils may come from a variety of family situations and home backgrounds. We take care to ensure that there is no stigmatisation of children based on their home circumstances.

Sexuality. On average, about 5% of our pupils will go on to define themselves as gay, lesbian or bi-sexual (GLB). Students may also have GLB parents/carers, brothers or sisters, other family members and/or friends. Our approach to SRE will include sensitive, honest and balanced consideration of sexuality. We actively tackle homophobic bullying.

Special educational needs. We take account of the fact that some pupils may have learning, emotional or behavioural difficulties or physical disabilities that result in particular SRE needs.

The teaching programme for Sex and Relationship Education. We intend that all pupils experience a programme of SRE at a level which is appropriate for their age and physical development, with adaptations for those whose cognitive development is particularly slow.

Pupils who use alternative methods of communication. Some pupils have physical, visual or hearing impairments or are unable to use speech and may use signing, symbols and/or communication switches and aids. The staff will adapt their teaching of to ensure that these pupils have equal access.

Pupils with profound and multiple learning difficulties are not excluded from the programme. Using appropriate methods, they will experience most of the basic content; selfawareness, gender awareness, body recognition, privacy.

Home-School Links

The school is well aware that the primary role in children's SRE lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents and carers of children at our school, through mutual understanding, trust and cooperation.

To promote this objective, we:

- inform parents and carers about the school's SRE policy and practice;
- answer any questions that parents or carers may have about the education of their child;
- take seriously any issue that parents or carers raise with teachers or governors about this policy, or about the arrangements for SRE in the school;
- encourage parents and carers to be involved in reviewing the school policy, and making modifications to it as necessary;
- inform parents and carers about the best practice known, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

Parents and carers have the right to withdraw their child from all or part of the SRE programme that we teach in our school, which falls outside those aspects covered in the National Curriculum Science. If a parent wishes their child to be withdrawn from SRE lessons, they should discuss this with the headteacher and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents/carers in this regard.

Roles and Responsibilities

Head teacher and Senior Leadership Team

- endeavour to support the provision and development of SRE in line with this policy by providing leadership and adequate resourcing.

Curriculum Lead

- develop and review SRE policy.
- maintain an overview of SRE provision and have overall responsibility for its development. This includes keeping up to date with developments and good practice, developing the provision to meet student's needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation.

Teaching staff

- may be involved in planning and delivery of SRE lessons.
- play an important pastoral role by offering support to pupils.

Non-teaching staff

- may be involved in a supportive role in some SRE lessons.
- play an important, informal pastoral support role with pupils.

The role of 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 professionals, give us valuable support with our sex education programme.

This policy was created and adopted by the Staff and Governors of Concord Junior School Created January 2013

Updated September 2017

To be reviewed Autumn 2018