

Harlescott Junior School



Sex & Relationships Policy

March 2016

To be reviewed March 2018

Policy Statement

SRE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings (Sex Education Forum 1999).

Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible, informed decisions and positive choices about their health and well-being.

The 1996 Education Act consolidates all relevant previous legislation and states that all primary schools must provide an up to date policy that describes the content and organisation of SRE provided outside the National Curriculum. The DfEE Sex and Relationship Education Guidance (2000) supports this legislation and recommends that all primary schools should have a sex and relationship education programme tailored to the age and physical and emotional maturity of the children.

Other related policies and documents include the PSHE & Citizenship policy, Anti-Bullying Policy and Child Protection Policy ensuring Harlescott Junior School delivers a high level of social and emotional aspects of learning throughout the curriculum.

Aims and Objectives

This policy is a working document which provides guidance and information on all aspects of SRE in the school for staff, parents/carers and governors. To be accessible to all of these groups the document needs to be available on request and presented in a way that is easy to understand.

Moral and Values Framework

The SRE programme at Harlescott Junior School reflects the school ethos and demonstrates and encourages the following values:

- Respect for self;
- Respect for others;
- Responsibility for their own actions;
- Responsibility for their family, friends, schools and wider community.

A full list of our Values can be found in appendix 1.

We use a range of S.E.A.L materials which promote five key skills, supporting the SRE teaching.

- Self Awareness
- Motivation
- Managing feelings
- Empathy
- Social skills

Equal Opportunities Statement

The school is committed to the provision of SRE to all of its pupils. Our programme aim is to respond to the diversity of children's backgrounds and provide children with quality SRE teaching.

Content

Throughout each year group pupils learn to express their opinions about relationships and bullying and to listen to and support others, including respecting other people's viewpoints and beliefs. They learn to recognise their own worth and identify positive things about themselves and try to balance the stresses in life in order to promote their own mental health and well-being of others.

As children reach the end of year 5 more specific SRE lessons are taught. Children learn more about life processes. They discuss physical changes that take place at puberty, why they happen and how to manage them. This also includes a lesson on periods for the Girls, at the end of year 5. Year 6 children are taught about human life cycles and human reproduction through QCA science units. This learning is then enhanced over a number of sessions, to talk through issues that may arise as they grow older, related to SRE. Children have great opportunities to ask questions, seek answers and work in a range of different ways, whole class, paired, group and independent work.

Materials used are the award winning Respect Yourself programme and are recommended materials for use in schools by the Local Authority. All materials used are available for viewing on request.

Over view for KS2

RSE		
Choices & Challenges	Changes	Care & Commitment
KS1 Activities • Car wash touching • Caring for pets • People who care for us • Story time • Body outline	YEAR 1 & 2 L1 Amazing me L2 Same but different L3 Animals and their babies L4 I can do L5 Being safe	YEAR 1 & 2 Hygiene
	KS2 Activities • Create a character • Conscience alley • Overheard conversations	YEAR 3 L1 Growing up L2 Changes L3 Fact & fiction YEAR 4 L1 Lifecycle L2 Keeping safe L3 Periods YEAR 5 L1 Puberty L2 Menstruation L3 Reproduction L4 Pregnancy & birth
Respect Yourself: RSE Transition Programme Year 6 and 7		
Home/School partnership Understanding parent concerns Sample letter to parents • Parents leaflet Guidance on running a parents' session		
Whole school approach OFSTED recommendations Understanding staff concerns • Sample RSE policy Sample governors' statement • Training support		

Sense Interactive is another resource that is used in year 6 as part of the transition project for SRE.

Organisation

SRE should not be delivered in isolation but firmly embedded in all curriculum areas, including Personal, Social Health Education (PSHE) and citizenship. SRE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. (For example – Girls Period talk.) Learning methods which involve children's full participation are used including a 3rd person character call Gaz, Baz. Daz or Jaz. This is common practice throughout the Respect yourself units of work.

Elements of the sex education in the science curriculum are assessed formally.

Life cycles and human reproductive system is taught in year 6.

A transition program is already in place with the main feeder secondary school in the area.

Discussions on PSHE and SRE are key to ensuring a consistent curriculum which also helps with transition to secondary school.

Harlescott Junior School believes in the importance of training for staff delivering SRE. Staff are encouraged to access appropriate training and support including the SRE and PSHE co-ordinator to

help them deliver effective SRE. The school nurse is also available for advice and support through a school referral process. Please contact the school for this.

Specific Issues within SRE

Withdrawal

Parents/Carers have the right to withdraw their children from all or part of the sex and relationships education provided at school except for those parts included in statutory National Curriculum. Those parents/carers wishing to exercise this right are invited in to see the Head teacher who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed.

Confidentiality

As a general rule - a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named child protection coordinator who may confer with the headteacher before any decision is made. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Child Protection

The school has a separate Child Protection Policy. Effective SRE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns, to senior members of staff and the pastoral team. Named child protection trained staff are L. Twidale, L. Phipott, C. Evans.

Controversial and Sensitive Issues

Staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues are taught without bias. Topics are presented using a variety of ways so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

Dealing with Questions

Both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. Question boxes are used to chose age appropriate questions and answers for the children. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Coordinator if they are concerned.

Dissemination

Content of the policy has been delivered to staff and discussed. Copies are available from the school office on request from parents. A short summary of the policy is included in the school prospectus.