

Sex and Relationship Education Policy



It was developed by	PSHCE leader
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Governor Presentation	
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Sex and Relationship Education Policy

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School Vision

At Chesswood Junior School we inspire our whole school community to enjoy their learning adventure and have fun along the way. We ignite a passion for learning throughout the school community, securing excellence, empathy and equality in all that we do.

School Mission

We will strive to achieve the highest standards of academic achievement and behaviour within a vibrant, exciting learning environment so that all children leave this school with confidence and the ability to take advantage of future opportunities.

Policy Links

This policy should be read in conjunction with the following school policies:

- Learning and Teaching
- Assessment for learning policy
- Health and Safety
- Special Educational Needs policy
- Quality Assurance policy
- PSHCE policy

Statutory Instruments

[The National Curriculum 2014](#)

Introduction

1.1. Policy Statement

SRE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings (Sex Education Forum, 2014).

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 and informed decisions about their health and well-being.

The Education Act (2000) 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 Science Order. The Sex and Relationship Education Guidance (DfEE, 2003) 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. At Chesswood Junior School, we have based our school's sex education policy on this guidance. In this document, sex and relationship education is defined as:

‘Learning about the physical, moral and emotional development of growing up. It is about

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equipping children with the information, skills and positive values to have safe, fulfilling relationships. It is also about the teaching of life cycles' (DfEE, 2000).

This sex education guidance (DfEE, 2000) forms an integral part of a whole school PSHCE programme of work. Reference should be made to the school's long term curriculum plan which shows how certain elements of sex education will be taught through the Science and English curriculum. This long-term curriculum plan is reviewed and updated annually ready for the new academic year.

1. 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. It is available to all of these groups on request.

The aim of sex and relationship education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

At Chesswood SRE has three main elements:

- 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; and
 - 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; and

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- learning how to recognise and avoid exploitation and abuse.
- knowledge and understanding
 - learning and understanding physical development at appropriate stages;
 - understanding human sexuality, reproduction, sexual health, emotions and relationships;

2. Moral and Values Framework

The SRE programme at Chesswood 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, school and wider community.

3. Equal Opportunities Statement

The school is committed to the provision of SRE to all of its pupils. Our programme aims to be positively inclusive in terms of diversity of children's cultures, faiths, family backgrounds, gender, ethnicity, developing sexual orientation or disability. Time and provision will be allocated for all groups but there may be occasions where pupils with Special Educational Needs are given extra support from the SEN team. This policy has due regard to the school's equal opportunities policy. Particular consideration is given to the issues of sexual stereotyping including what language is and is not appropriate to use.

4. Sex and Relationship Education Guidance

4.1. KS2

- The Department recommends that all primary schools should have a sex and relationship education programme tailored to the age and the 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.
- All children need to know about puberty before they experience the onset of physical changes. In the lower phase (Y5), education about relationships needs to focus on friendship, bullying and the building of self-esteem.
- Meeting these objectives will require a graduated, age-appropriate programme of sex and

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relationship education. Teaching methods will take account of the developmental differences of children and the potential for discussion on a one to-one basis or in small groups. We have guidance for establishing what is appropriate and inappropriate in a whole-class setting. Teachers may require support and training in answering questions that are better not dealt with in front of a whole class.

- It is important that the transition year, before moving to Key Stage 3 Y7, supports pupils' ongoing emotional and physical development effectively as they transfer to Secondary School. As well as consulting parents more generally about the school's overall policy, we consult with parents before the transition year about the detailed content of what will be taught appendix 5a. This process should include offering parents support in talking to their children about sex and relationship education and how to link this with what is being taught in school.
- We have clear parameters (appendix 5b) on what children will be taught in the transition year before moving to secondary school. This includes:
 - changes in the body related to puberty, such as periods and voice breaking;
 - when these changes are likely to happen and what issues may cause young people anxiety and how they can deal with these;
 - and how a baby is conceived and born.

In key stage 2 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 well-being and the well-being of others. Life processes are discussed including the physical changes that take place at puberty, why they happen and how to manage them.

Materials used reflect the consultation with parents/carers and the school health adviser. Age and cultural backgrounds of the pupils must be represented in the images used. The range of material used is available to parents/carers and informative books are available to children in the library.

5. Specific Issues within SRE

5.1. *Withdrawal*

Parents 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 (2014). Parents will be informed in writing approximately one half-term in advance of the SRE syllabus (appendix 6a). Those parents wishing to exercise this right are invited in to see the Phase Leader who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child

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has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed.

Materials are available to parents/carers who wish to supplement the school SRE programme or who wish to deliver SRE to their children at home.

5.2. Confidentiality

Generally, a child's confidentiality will be maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, the teacher must discuss it with the designated child protection coordinator who may confer with the head teacher before any decision is made.

The child concerned will be informed that confidentiality is being breached and the reasons why. The child will be supported by the teacher or other appropriate adult throughout the process.

5.3. 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.

5.4. Controversial and Sensitive Issues

Staff are aware that views around SRE are varied. However, while personal views are respected, all SRE is taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect other differing opinions.

If a child is distressed about their own sexual development, the teacher should consult with the pastoral leader and the child's parents.

5.5. Sexual Identity and Sexual Orientation

Chesswood Junior School believes that SRE should meet the needs and be relevant to all pupils regardless of their developing sexuality. Teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. There should be no direct promotion of sexual orientation. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents on this issue to reassure them of the content and context.

5.6. Dissemination

A copy of the SRE policy is available to all staff members and governors within school system and on school website. In advance of teaching, teachers will review policy and curriculum content ensuring they align their practice to requirements. Copies are available from the school website for parents and on request a hard copy will be made available. A short summary of the policy is included in the school prospectus.

6. Working With Parents

Research undertaken by the PSHCE association (2014) suggests that many children and young people want to receive their initial sex and relationship education from their parents and families, with school and other adults building on this later. Their research states that many parents find it difficult to talk to their children about sex and relationships.

6.1. *Why parents are so important*

Parents are the key people in:

- teaching their children about sex and relationships;
- maintaining the culture and ethos of the family;
- helping their children cope with the emotional and physical aspects of growing up
- preparing them for the challenges and responsibilities that sexual maturity brings.

Parents may need support in:

- helping their children learn the correct names of the body;
- talking with their children about feelings and relationships;
- answering questions about growing up, having babies, feeling attraction,

6.2. *Supporting parents*

The role of parents as sex educators is emphasised in the Home Office strategy, “Supporting Families”, as is their need for support from professionals. The Teenage Pregnancy report also recommends that parents are given more help to talk to their children about sex and relationships.

6.3. *Consulting parents*

We will work in partnership with parents, consulting them on the content of sex and relationship education programmes. Parents need to know that the school’s sex and relationship education programme will complement and support their role as parents and that they can be actively involved in the determination of the school’s policy.

6.4. *Parents who withdraw their children*

Parents have the right to withdraw their children from all or part of the sex and relationship education provided at school except for those parts included in the statutory National Curriculum (Science). Alternative arrangements will be made in such cases. A letter and leaflet explaining SRE will be sent to parents (Appendix 7a ([leaflet](#))).

7. Organisation and Content

SRE should not be delivered in isolation but firmly embedded in all curriculum areas, including

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Personal, Social Health Education (PSHE), science, citizenship and English. At Chesswood, the main content is delivered in PSHE lessons -

Year 5 – Summer Term

Year 6 – Summer Term

SRE is usually 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. Class teachers must be familiar with the full content of this policy.

Occasionally, appropriate and suitably experienced and knowledgeable visitors from outside school may be invited to contribute to the delivery of SRE in school (eg School nurse, midwife). Chesswood has a code of practice for using visitors to support the delivery of PSHE:

- Visitors are invited in to school because of the particular expertise or contribution they are able to make;
- All visitors are familiar with and understand the school's SRE policy and work within it;
- All input to PSHE lessons are part of a planned programme and negotiated and agreed with staff in advance;
- All visitors are supervised/supported by a member of staff at all times;
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

'The Education Act 2016: Sex Education in Schools' (2016) states that:

'At the primary stage, the aim should be to prepare pupils to cope with the physical and emotional challenges of growing up, and to give them an elementary understanding of human reproduction.'

Sex education at Chesswood Junior School must:

- take place in an atmosphere where questions on sexual matters can be asked and answered without embarrassment on either side;
- provide acceptable scientific vocabulary for all parts of the body;
- counteract myths and folklore - whether from adults, their peers in the playground, or the media;
- help children understand the nature and wonder of human reproduction;
- help children appreciate the value of family life;
- help children understand that they have rights and should have control over who touches their body and how it is touched;
- raise the awareness of the danger of going with strangers, and to develop strategies for avoiding

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this;

- prepare children for the changes of puberty, both physically and emotionally, particularly when these changes come earlier or later than the "norm";
- develop communication skills in personal relationships;
- develop an acceptance, respect and dignity for their sexuality and for that of others;
- help parents understand the nature of sex education in school and to develop their own skills as sex educators, so that school and home can work together.

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Year	Main Themes	Main Resources
5	<p>(1) Life cycles of animals, including humans:</p> <p>(a) Growing - babies grow and develop, and so do children at puberty.</p> <p>(b) Someone New - the growth of the baby inside the womb and its birth.</p> <p>(c) Life Begins - Puberty, menstruation, conception.</p> <p>(2) Girls only will be given details of coping with periods, sanitary protection and hygiene, who to see for help in school, how to be excused from classes, etc.</p> <p>(3) Appropriate touching.</p>	
6	<p>You choose unit</p> <p>(a) Linking sex and relationship education with issues of peer pressure.</p> <p>(b) Different relationships such as friendships and family relationships and responsibilities linked with these.</p> <p>(c) Puberty and adolescence including personal hygiene.</p> <p>(d) Ensure young people understand how the law applies to sexual relationships including appropriate and inappropriate touching.</p> <p>(e) Preparing children for transition – self-confidence and identity.</p> <p>(f) Homophobia – let’s tackle it!</p>	<p>Videos</p> <p>"Living and Growing"</p> <p>"You, your body and puberty"</p> <p>"Human reproduction and childbirth"</p> <p>"Caution: teenager under construction"</p> <p>"Homophobia – let’s tackle it"</p> <p>Local Health Professional or Midwife</p>

8. Teaching Strategies

It is essential that schools can help children and young people develop confidence in talking, listening and thinking about sex and relationships. Partnership between school and parents is the key to success.

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There are a number of teaching strategies that can help this, including:

- establishing ground rules with their pupils;
- using 'distancing' techniques;
- knowing how to deal with unexpected questions or comments from pupils;
- using discussion and project learning methods and appropriate materials; and encouraging reflection.

Some teachers will need training and support, perhaps by team teaching or by inviting visitors from outside services or agencies.

8.1. Ground rules

A set of ground rules will help teachers create a safe environment in which they do not feel embarrassed or anxious about unintended or unexpected questions or comments from pupils. Ground rules should be developed at the beginning of the topic with the class.

For example,:

- no one (teacher or pupil) will have to answer a personal question;
- no one will be forced to take part in a discussion;
- only the correct names for body parts will be used; and
- meanings of words will be explained in a sensible and factual way.

8.2. Distancing techniques

Teachers can avoid embarrassment and protect pupils' privacy by always depersonalising discussions. For example, role play can be used to help pupils 'act out' situations. Case studies with invented characters and use of appropriate videos can help pupils discuss sensitive issues and develop their decision-making skills in a safe environment. Some of these methods are listed below under discussion and project learning.

8.3. 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. 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.

If an individual child appears to be too knowing for their age about sexual behaviour, consult with the designated member of staff who has responsibility for safeguarding.

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Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting. Many teachers are concerned about responding to unexpected questions or comments from pupils in a whole-class situation. Having a set of ground rules and having a question box should reduce the chances of this happening but teachers will need support and training so that they are prepared for the unexpected. For example:

- If a question is too personal, the teacher should remind the pupil of the ground rules. If the pupil needs further support, the teacher can refer her or him to the appropriate person, such as a parent, school nurse, helpline, or an outside agency or service;
- If a teacher doesn't know the answer to a question, it is important to acknowledge this, and to suggest that the pupil or teacher or both together research the question later appropriately;
- 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. In this way, the pupil will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information.
- To maintain trust and respect the teacher must remember to talk with the pupil later; and if a teacher is concerned that a pupil is at risk of sexual abuse, they should follow the school's child protection procedures.

8.4. Discussion and project learning

Research into what makes sex and relationship education effective shows that discussion and project learning encourages learning and is enjoyed by pupils.

Pupils take part in a structured activity in which they can:

- draw on previous knowledge to develop more understanding;
- practise their social and personal skills;
- consider their beliefs and attitudes about different topics; reflect on their new learning; and plan and shape future action.

Active learning is most effective when pupils are working in groups. Methods include discussion techniques such as the use of circle time in primary schools, case studies and project work.

Teachers should also assess the usefulness of providing factual information in written form for young people to keep for future reference.

8.5. Reflection

Reflecting is crucial for learning as it encourages pupils to consolidate what they have learned and to form new understanding, skills and attitudes. Teachers can help pupils reflect on their learning by asking questions, for example:

- What was it like doing this discussion today?
- What did you learn from the others, especially those who had a different experience or beliefs from your own?
- What do you think you will be able to do as a result of this discussion?
- What else do you think you need to think or learn about?

9. Quality Assurance

In line with quality assurance work in other curriculum areas, the following quality assurance work will be undertaken periodically:

- Lesson Observation
- Planning Scrutiny
- Work Scrutiny
- Pupil Interviews

10. Policy Links

This policy should be read in conjunction with the following school policies –

PSHE & Citizenship policy,

Anti-Bullying Policy,

Drug Education Policy,

Child Protection Policy

Promoting Race Equality document.

11. Statutory Instrument

All schools except maintained nursery schools

The Education Act 1996: Section 404

12. References

Sex and Relationship Education Guidance (DfEE, 2000). *Good Practice Guide*. Available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/283599/sex_and_relationship_education_guidance.pdf (Accessed 21 January 2016).

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