

Rokesly Schools Sex and Relationships Education Policy



Ratified: March 2018

**Review Date:
Spring 2020**

Persons responsible for review: SMT

Introduction:

SRE is an entitlement for all young people. Successful SRE is firmly rooted in personal, social and health education (PSHE). SRE must enable young people to gain information, develop and transfer skills and explore attitudes and values, in order to support informed decision-making.

This policy has been created in adherence to The Learning and Skills Act, 2000 and SRE for the 21st Century, 2014.

- “Sex and Relationships Education is lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life; stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.” (DFE July 2000)
- ‘All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes’ (1.13)
- Children should learn ‘how a baby is conceived and born’ before they leave primary school (1.16).

At Rokesly Junior School we believe that everyone’s physical, moral, cultural, spiritual and intellectual developments are all influenced by the individual’s own feelings towards themselves and their relationships with others. Relationship and Sex Education provides an understanding that caring environments are essential for the development of a positive self-image. It encourages the acquisition of skills and attitudes, which allows pupils to manage their own relationships within a healthy responsible lifestyle. Our Sex and Relationships Education programme is planned to provide opportunities for the children to develop an understanding of their own sexuality and to develop skills that promote and maintain positive relationships.

Parents and carers are the key people for their child's learning about sex and relationships and schools should always work in partnership with home. Parents and carers need to know that the school's SRE programme will complement their role and support them in the education of their child regarding sex and relationships. Therefore Rokesly Junior School ensures that parents and carers views are heard to ensure SRE is culturally appropriate and inclusive of all of our children.

SRE is an entitlement for all young people therefore difference and diversity must be taken into account when delivering SRE. Special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background, all affect access to SRE.

Process for Policy development:

The policy has been developed in consultation with the leadership team, teaching staff, governors and other relevant agencies.

Aims of Sex and Relationship Education::

At Rokesly Junior School, we take seriously our responsibility to provide a curriculum which is balanced and broadly based which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

(section 2.1 national curriculum framework dfe 2013)

- To enable our pupils to make responsible, informed and healthy decisions about their lives, both now and in the future.
- To teach our pupils to respect themselves and others so they can move confidently from childhood through to adolescence and into adulthood.
- To provide a supportive learning environment in which pupils can develop their feelings of self-worth and confidence, especially in relationship to others.
- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.

Objectives for Sex and Relationship Education:

The objectives of Sex and Relationship Education at Rokesly Junior School are;

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self esteem and confidence, especially in their relationships with others;
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support
- To develop skills for a healthier safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood
- To be aware that there are different types of families and relationships.
- To keep themselves and others safe.

At Rokesly Junior School, we have a commitment to ensure that our programme is relevant to all pupils and is taught in a way that is age and stage appropriate.

At Key Stage 2:

In science children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby.

In years 4, 5 and 6 children are taught about the physical, emotional and social changes at puberty, which include personal hygiene.

In Year 6, when it is deemed appropriate for that particular year group, children will learn about female genital mutilation (FGM), how it is viewed in this country, and how to keep themselves and others safe.

In RE and Citizenship, they continue to develop an understanding of relationships within a family (in the broadest term and in a range of family types), between friends and the community and that there are different patterns of friendship.

Children will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

Sex and relationship education should focus on the development of skills and attitudes not just the acquisition of knowledge. We follow the Christopher Winter project CD and materials to ensure continual progression throughout a child's education at Rokesly.

Sex and Relationships Education in the context of the National Curriculum:

Legal requirements:

In accordance with the DfE 2000 guidance we work closely with parents to ensure as many children as possible take part in SRE however we respect parents' right to withdraw their children from SRE taught outside National Curriculum Science. Parents have a legal right to see the school SRE policy and to be given a copy of it (Education Act 1996). Parents should also be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

At Key Stage 2 the school must teach the following as part of the national curriculum:

1. describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
2. describe the life process of reproduction in some plants and animals
3. describe the changes as humans develop from to old age.
4. recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

It is our intention that all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision if required.

Context:

We teach about sex and relationships in the context of the school's aims and values (see the values statement in the Curriculum Policy). While SRE in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code, and of the values which underpin all our work. We teach SRE on the understanding that:

- it is taught in the context of family life;
- it is part of a wider process of social, personal, spiritual and moral education;
- 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;
- it makes a significant contribution to our duty to safeguard and protect all children.

In accordance with the principles of the Equality Act (2010), we believe that every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, cultural heritage, disability, sexuality, language needs or special educational needs. It is the intention of this school that we meet the requirements of this act to advance equality of opportunity by providing these important life-skills to all children. We use an inclusive, whole school approach to ensure SRE can be accessed in an age-appropriate way throughout a child's school career.

SRE lessons:

Before SRE lessons begin, parents / carers have the opportunity to view the age specific teaching materials for SRE and talk about any concerns with the class teacher.

SRE lessons are always delivered by the class teacher and taught to the whole class, at the same time. Where a child has an exceptional need lessons may be delivered separately to best support that child.

The Christopher Winter Project Curriculum overview:

Year 3: Valuing difference and keeping safe

Year 4: Growing Up

Year 5: Puberty

Year 6: Puberty, relationships and reproduction

Ground Rules:

SRE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any SRE work, in addition to those already used in the classroom. They will cover the following areas:

- Appropriate use of language

- The asking and answering of personal questions
- Strategies for checking or accessing information

Child Protection / Confidentiality:

A member of staff cannot promise confidentiality if child protection concerns are raised during any lesson. The school has a Child Protection Policy to ensure staff are aware of procedures (see Child Protection / Safeguarding Policy).

Dealing with difficult questions:

We acknowledge that sensitive and potentially difficult issues will arise in SRE as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for SRE. As a first principle we will answer questions relating to the taught planned curriculum for that age group to the whole class. We will answer questions relating to areas beyond the taught planned curriculum for that age group, in a sensitive and age appropriate way only to the child or children who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it, they will seek guidance from the PSHE leader.

When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, teachers will pass this information to the designated person for child protection in line with school policy.

Monitoring and Evaluation:

Monitoring is the responsibility of the head teacher, named governor and teacher with responsibility for sex and relationship education.

Monitoring is an ongoing process that checks the degree to which the scheme of work is being effectively implemented. Monitoring answers the questions:

- Is the programme effectively managed and are staff clear about their roles and responsibilities?
- Does the planned programme reflect national guidance, local priorities and pupils' needs?
- Are all pupils being taught the programme as planned?
- Is the quality of teaching consistent across all classes and does it exemplify best practice?

These questions will be answered with a system of lesson observations and peer support and regular review of the SRE policy and programme including staff meetings.

Staff continued professional development:

CPD is given in a staff meeting once a year and Christopher Winter training is provided every four years to support staff turnover.