

# *Oaklands Junior School*

## **SEX AND RELATIONSHIP EDUCATION POLICY**

### **Introduction**

Staff and governors at Oaklands Junior School believe that Sex and Relationship Education (SRE) should be part of a broader Personal, Social, Health Education (PSHE) and Citizenship programme designed to develop children's self-esteem, sensitivity and sense of responsibility towards others. SRE must take into account the cultural backgrounds of all our children and the views of their parents/carers. It should also be age appropriate to reflect the differing maturity levels across years 3-6.

### **Definition Of Sex And Relationship Education**

It is lifelong learning about physical, moral and emotional development. It is about the understanding of 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 – this would be inappropriate teaching.

DfE (2000)

### **Aims And Objectives Of The Policy**

- ▲ to nurture a responsible attitude towards personal relationships including aspects of mutual respect and care
- ▲ to develop sensitivity towards the needs of others
- ▲ to provide knowledge of loving relationships
- ▲ to promote honesty and loyalty in relationships
- ▲ to promote the importance of family life and stable relationships for bringing up children
- ▲ to teach the fundamentals of human reproduction through differentiated factual knowledge
- ▲ to inform children on matters of personal hygiene and related health issues
- ▲ to educate against discrimination and prejudice
- ▲ to empower children to make informed choices about relationships
- ▲ to protect children from teaching materials that are inappropriate with regard to their age and cultural background

## The Place Of SRE In The Curriculum

SRE by its nature has crossovers with citizenship, PSHE and human biology. Lessons are planned to take this holistic, cross curricular view into account. The specific SRE curriculum areas are outlined below in an overview of what is covered by age group and by SRE theme:

	<b>Relationships and Feelings</b>	<b>Personal Safety Personal Hygiene</b>	<b>Puberty/Reproduction/Sex Education</b>
<b>Year 3</b>	How do I feel? Recognising emotions	Importance of keeping clean	Who do I look like? Changing Families
<b>Year 4</b>	Expressing myself Think before I act Feeling Good about myself Different family units	Stranger Danger Importance of keeping clean	Physical and emotional changes during puberty. How I have already changed and how I will be changing How am I similar to relatives Having a baby is life changing
<b>Year 5</b>	Friendships Emotional needs Self Image Valuing myself Respect Who can I talk to about body changes	Taking responsibility for own behaviour	Physical changes in more detail including menstruation ( boys and girls are separated)
<b>Year 6</b>	Self esteem and Body Image Emotional needs Respect Who are the people I admire, how do they act?	Using my judgement ( skills needed to make good decisions) Legal age limits for Sex. Why they exist	Physical changes recap Emotional changes Reproduction Facts about Conception(DVD)

## **Inclusion**

In relation to ethnicity, religion and cultural diversity, we value the different backgrounds of our children and, in acknowledging different views and beliefs, seek to promote tolerance and understanding.

In order to ensure the SRE Curriculum meets the needs of all:

- ⤴ we will not promote one particular lifestyle over another
- ⤴ we will not seek to gain consensus, but will accept and celebrate difference
- ⤴ we will encourage respect and discourage exploitation
- ⤴ we will not ask young people to represent a particular religious or cultural group to their peers, unless they choose to do so

In relation to those with special educational needs or disabilities, we are committed to ensuring that all children receive their entitlement to SRE. We will review our SRE provision to ensure that we provide for all those with additional needs. When working with young people with additional needs we will consider:

- ⤴ their level of vulnerability
- ⤴ their need to learn and demonstrate appropriate behaviour
- ⤴ the need to promote self-esteem and body image
- ⤴ the need to involve all staff including ancillary staff and carers in policy development, planning and training
- ⤴ the management of personal care
- ⤴ clarity about sources of support for pupils

## **Staff Support and Development**

It is appreciated that some staff may feel less comfortable with this area of the curriculum. All staff will be supported with appropriate training and support and if preferred, alternative staff or visiting professionals may be asked to deliver the curriculum with teachers present.

## **Answering difficult questions**

Sometimes an individual child may ask an explicit or difficult question in the classroom. The following are protocols for discussion based lessons with pupils:

- ⤴ 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
- ⤴ meanings of words will be explained in a sensible and factual way
- ⤴ teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent

Subjects including AIDS, sexually transmitted diseases, homosexuality, abortion and child abuse will not generally be subjects for classroom discussion. However, if a question is asked on any of these subjects, the teacher may answer briefly and honestly or suggest the subject is best discussed at home or left until the pupil is 'old enough to understand'.

## **Resources**

- JIGSAW – a mindful approach to PSHE scheme of work by Jan Lever.
- All resources will be chosen by the PSHE subject leader in consultation with staff and governors. External advice will be taken as appropriate. Parents' comments will be taken into consideration.

## **Child Protection**

If a child makes a reference to being involved, or likely to be involved, in sexual activity, then the member of staff will take the matter seriously and deal with it as a matter of child protection.

## **Confidentiality**

As a general rule the teacher will maintain a child's confidence. However, if a child discloses information of a sensitive nature that may raise concerns about the child being at risk, the teacher will inform the child that confidentiality cannot be maintained and will act in accordance with the school's safeguarding policy, a copy of which is available for parents/carers in school.

## **Working With Parents/Carers**

Oaklands Junior School is committed to working with parents. Under Section 405 of the Education Act (1996) pupils may be withdrawn by their parents from the part of SRE that is outside the compulsory elements of the Science National Curriculum.

At Key Stage 2 these are:

1. a) that the life processes common to humans and other animals include nutrition, growth and reproduction
2. f) about the main stages of the human life cycle

If a parent has strong objections to his/her child's participation, for whatever reason, and wishes the child to be withdrawn, the school requires notice of this in writing.

Parents are welcome to make an appointment to see the class teacher or head teacher, so that any concerns may be discussed and any misconceptions may be dispelled.

A pupil withdrawn from Sex and Relationship Education will be given alternative, suitable work. However, he/she will be required to attend any science lesson on human reproduction, which forms part of the National Curriculum.

## **Parental notification**

Parents will be notified, in advance, when their children will be receiving SRE *both in year 5 and year 6*. They will be invited to view the policy in order to acquaint themselves with the contents. They will also be invited to discuss any concerns they may have with the class teacher or head teacher. Parents will be invited to view the DVD prior to the children seeing it, and to talk to the staff about issues that will be discussed.

## **Policy Review**

The implementation of the policy will be monitored by the subject leader and the Headteacher as part of the general monitoring of the curriculum.

The policy will be reviewed every two years in the Spring term by the SRE subject leader, head teacher and the Curriculum committee or sooner if the need arises.

**Reviewed by the Curriculum committee:                      February 2018**

**Approved by the full governing body:                      March 2018**

**Signed:** \_\_\_\_\_

**Next review:    Spring 2021**

## **Related Documents**

- ▲ PSHE policy
- ▲ Safeguarding policy
- ▲ Anti-Bullying policy
- ▲ Equal Opportunities policy
- ▲ SEND Policy
- ▲ Best Value Policy