



**FROGMORE JUNIOR SCHOOL
SEX AND RELATIONSHIP EDUCATION POLICY**

Effective Date: 07/2011

Review Date: 07/2014

Approved on 07/07/2011

Introduction

We are obligated by law (Education Reform Act 1988, Section 1) to have a policy statement, which is the responsibility of the Board of Governors of Frogmore Junior School.

What is Sex and Relationships Education?

“It 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.”
(Sex and Relationships Education Guidance ref DfEE 0116/2000)

Sex and Relationships Education forms part of the PSHE and Science Schemes of Work.

The Sex Education Policy has been drafted in consultation with the PSHE Policy, staff and Governors, drawing upon available and relevant sources and community healthcare professionals.

This policy should be read in conjunction with the PSHE and Teaching and Learning Policy.

Rationale

Sex Education is an important part of a child’s life – which we believe should be taught through a partnership between parents, carers and the school.

Primary school children are often already aware of sexual issues through the television, other media forms and their peers. They form their own perceptions and misconceptions in an effort to explain the world around them. Questions related to sex and relationships education arise naturally as part of family life, plant and animal studies, literature and religious education. Children want and need to know about the physical changes that take place or are taking place in their bodies and how these may affect them physically and emotionally.

SRE enable pupils to mature, to build up their confidence and self-esteem and understand the reasons for delaying sexual activity. Sex Education does help to prevent, in the future, unplanned pregnancies and sexually transmitted infections.

Aims and Objectives for Sex and Relationship Education

The aim of SRE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour.

This should take place with consideration of the qualities of relationships within families.

The objectives of Sex and Relationship Education 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

The teaching programme for Sex and Relationship Education

Legal requirements

All schools must teach the following as part of the National Curriculum Science Orders, parents do not have the right to withdraw their child/children.

National Curriculum Science

Key Stage 2

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.

Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children.

It is our intention 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.

Such a programme can successfully follow the outline given below;

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 year 6.

Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In RE and Citizenship, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They 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.

This content has been agreed in consultation with governors, parents and teaching staff.

The organisation of Sex and Relationship Education

The PSHE co-ordinator is the designated member of teaching staff with responsibility for coordinating sex and relationship education.

Sex and relationship education is delivered through science, RE, PSHE, Citizenship, literacy activities and circle time. Classroom teachers and the school nurse teach sex and relationship education.

A range of teaching methods which involve children's full participation are used to teach sex and relationship education. These include use of video, discussion, looking at case studies, drama and role-play.

Sex and relationship education is usually delivered in mixed gender groups however, there may be occasions where single gender groups are more appropriate and relevant.

Resources to teach sex and relationship education include fiction, reference books, leaflets and extracts from videos.

Channel 4 Living and Growing video Unit 1, 2 & 3 plus workbooks.

Unit 1 Year 4 - Differences / How did I get Here? / Growing up

Unit 2 Year 6 - Changes / How babies are made / How babies are born

Unit 3 Year 6 - Girl talk / Boy talk / Let's talk about sex

Sex and relationship education is monitored and evaluated by the PSHE co-ordinator as part of the school's development plan. As a result of this process changes will be made to the sex and relationship education programmes as appropriate.

Specific Issues

- **Parental consultation**

The SRE policy and scheme of work is available to parents on request.

The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to view the DVDs and resources being used.

Parents have the right to withdraw their children from those aspects of sex and relationship education, not included in the National Curriculum Science Orders, alternative work would be set.

However this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education.

If parents decided that they do not wish for their child to be taught the planned programme they are required to inform the Headteacher.

As sex education is a part of Sex and **Relationships** Education, work on feelings, values and relationships will be available to all children and are not covered by withdrawal procedures.

- **Child Protection / Confidentiality**

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member will inform the Head Teacher /Designated Child Protection person in line with the LEA procedures for child protection.

A member of staff cannot promise confidentiality if concerns exist.

- **Dealing with difficult questions**

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

- **Use of visitors**

When appropriate, visitors such as the school nurse may be involved in the delivery of sex and relationship education.

- **Children with special needs**

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

Monitoring and Evaluation

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

The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning, evaluations to teachers and children and feedback from parents.

Assessing children's learning and implementing change if required will evaluate the effectiveness of the SRE programme.

Policy Formation and Consultation Process

This policy was written by the PSHE co-ordinator in liaison with the SRE party (composed of parents, teachers, governors and community health professionals)

Links to Other Policies and Documentation

The SRE policy, with the Drugs Education Policy, forms part of the PSHE and Citizenship policy.

See also

Child Protection

Equal Opportunities

Confidentiality

Health and Safety

Behaviour

The Policy references:

DfEE Guidance for Schools [0116/2000]

Ofsted 'Sex and Relationships' [2002]

Hampshire Children's Trust: Sex and relationships education policy for young people, including support for teenage parents [2010]

This policy will be reviewed by

Adopted by Governors

Signed by Chair of Governors

Date.....