



## Sex and Relationships Education Policy (SRE) February 2017-18

Members of staff responsible:

Mr Hunter (Headteacher)

Miss Fawcett (PSHE Subject Leader)

Miss Vinsen (Assistant Headteacher and Science Subject Leader)

### What Is Sex and Relationship Education?

SRE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. Pupils will understand how to build and maintain positive, enjoyable, respectful, loving and non-exploitative relationships, to stay safe on and offline and to take responsibility for their body, relationships and well-being. SRE education is delivered within the school's nurturing and sensitive ethos and approach, underpinned by our values and as part of our PSHE curriculum (see PSHE policy). This policy should be considered in conjunction with: PSHE, RE, behaviour, anti-bullying, safeguarding and computing (e-safety).

### Principles and Values

SRE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.
- Be an entitlement for all pupils in our care.
- Encourage every pupil to contribute to the school community that aims to support each individual as they grow and learn.
- Be set within the wider school context and support family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of diversity.
- Encourage pupils and staff to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment.
- Recognise that parents and carers are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents/carers and pupils, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals.

### Sex and Relationships Education Programme

Sex and Relationship Education in this school has three main elements:

#### **Attitudes and Values**

- Learning the importance of values, individual conscience and moral choices.
- Valuing family life, stable and loving relationships, and marriage.
- Learning about the nurture of children.



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- Demonstrating the values of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing skills including negotiation and decision-making.
- Challenging myths, misconceptions and false assumptions.

### **Personal and Social Skills**

- Managing emotions within relationships confidently and sensitively.
- Developing positive self-esteem and confidence.
- Developing and demonstrating self-respect and empathy for others.
- Making informed choices with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Empower pupils with the skills to be able to recognise inappropriate/ uncomfortable situations and/or behaviours with their peers and adults.

### **Knowledge and Understanding**

- Learning and understanding about physical and emotional development at appropriate stages
- Understanding how to be healthy, emotions and relationships, and reproduction.
- Learning about where to go for help or advice in school and how to access a range of local and national support agencies.

### **Organisation and Content of Sex and Relationship Education**

Wavell Junior School specifically delivers relationship and sex education through its PSHE Programme, 'The Christopher Winter Project' and the Science curriculum.

The school's SRE policy and PSHE scheme of work should be made available for parents to review. These are available on the school website. Prior to the delivery during Year 5 and 6, parents should be given an outline of the activities to be covered in SRE provision. The school will inform parents of the Sex Education resources used in Years 5 and 6 and will give parents the opportunity to view any materials that will be used with the children.

The responsibility for co-ordinating SRE lies with the PSHE and Science Subject Leaders in conjunction with the Senior Leadership Team.

Year group activities should be delivered where appropriate as part of the science curriculum or as a PSHCE lesson as listed in the PSHCE scheme of work. The activities, objectives and resources allow for progression throughout the school.

Staff leading SRE sessions will establish 'ground rules' with the group/class being taught at the outset of any session. Confidentiality and sensitivity will be discussed as part of this. All staff have received child protection training. Where appropriate, staff will use a 'deflective statement'. For example, "That's a really interesting question. We will come back to that later." This will enable the member of staff to consult a member of the SLT, this policy or appropriate authority for guidance before responding.



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### Year Group Specific Learning (based on The Christopher Winter Project)

#### Year 3 –SRE Valuing difference and keeping safe

##### **Learning Objectives**

- To explore the differences between males and females and to name the body parts
- To consider touch and to know that a person has the right to say what they like and dislike (personal space)
- To explore different types of families and who to go to for help and support

#### Year 4 - SRE Growing Up

##### **Learning Objectives**

- To explore the human lifecycle
- To explore how puberty is linked to reproduction
- To identify some basic facts about puberty

#### Years 5 and 6- SRE Puberty, Sex and Relationships

##### **Learning Objectives**

- To explore the emotional and physical changes occurring in puberty
- To understand male and female puberty changes in more detail
- To explore the impact of puberty on the body & the importance of hygiene
- To explore ways to get support during puberty
- To consider puberty and reproduction
- Consider physical & emotional behaviour in relationships
- To explore the process of conception and pregnancy
- To explore positive and negative ways of communicating in a relationship

The following areas will only be discussed in response to children's questioning during single sex discussions with the Year 5 and 6 teachers and the Headteacher:

- Miscarriage, still birth and abortion
- Giving birth
- Contraception
- Sexual behaviour
- Sexual language
- Sexually transmitted diseases, HIV and AIDS

#### Procedures for Monitoring and Evaluation

- The Governors will review the policy on receipt of the schemes of work.
- Pupils' understanding will be assessed as part of each session, through discussion, questioning or the outcomes of set activities. Opportunities for pupils to assess their own understanding will be built in to sessions where appropriate.



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### **Specific Issues:**

#### **Inclusion**

##### ***Ethnic, Cultural and Religious Groups***

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents/carers to discuss any concerns with the Head Teacher.

##### ***Students with Special Needs***

We will ensure that all young people receive relationship and sex education, and we will offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary.

##### ***Sexual Identity and Sexual Orientation***

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

### **Right of Withdrawal of Pupils from Relationship and Sex Education**

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the statutory Science Curriculum. We would make alternative arrangements in such cases. Parents are encouraged to discuss their concerns and / or decisions with the Head Teacher at the earliest opportunity. Parents are welcome to review any SRE resources the school uses.

**Updated:** February 2017

Miss Fawcett

PSHE Subject Leader

**Next review date:** February 2018