



UPLANDS JUNIOR SCHOOL

SEX AND RELATIONSHIPS POLICY

June 2015

June 2018

DEVELOPMENT OF THE POLICY

This policy was written as part of a working party that included the PSHE coordinator, the Headteacher and support from School nurse. The content of the SRE scheme of work, as well as the content of the policy were discussed in relation to the needs of the pupils. School staff and Governors were also consulted on the development of the policy.

We have based our school's sex and relationships policy on the DfEE guidance document Sex and Relationship Education (SRE) Guidance (ref DfEE 0116/2000).

INTRODUCTION

The term Sex and Relationship's Education is used in this policy rather than Sex Education to emphasize our schools approach. As a school, we go beyond the provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and skills to manage relationships. In this document, SRE education is defined as 'learning about physical, moral and emotional development. It is about understanding the importance in respect for family life of stable and loving relationships, respect, love and care. It is about the teaching of sex, sexuality and sexual health'. SRE forms part of the personal, social and health education curriculum in our school. Whilst we use SRE to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use SRE as a means of promoting any form of sexual orientation.

AIMS AND OBJECTIVES

At Uplands SRE is underpinned by the ethos and values of our school and we uphold it as an entitlement for all our pupils. We recognize the need to work with parents and carers to ensure a shared understanding of SRE and to deliver an effective programme that meets the needs of our pupils.

The teaching of SRE at Uplands aims to develop three main elements as suggested in the DfEE guidance. These are:

KNOWLEDGE AND UNDERSTANDING

- Recognising and naming parts of the body
- Develop an understanding of the physical and emotional aspects of puberty and as they grow into adults.
- Describing the reproductive system and childbirth
- Understanding human sexuality, sexual health, emotions and relationships.

ATTITUDES AND VALUES

- Valuing and respecting the views of ourselves and others.
- Valuing and respecting healthy personal relationships, including between friends, families and others.
- Respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
- Developing an understanding of the value of family life and an appreciation of the many different types of family.
- Recognising the importance of pursuing a healthy lifestyle and keeping ourselves and others safe.

PERSONAL AND SOCIAL SKILLS

- Developing skills in talking, listening and thinking about feelings and relationships.
- Develop self-respect and empathy for others.
- Enabling pupils to identify and seek help and support.
- Developing pupil's abilities to make informed decisions and to manage their emotions and relationships confidently and sensitively.

We aim to develop in our pupils an understanding of the biological, emotional, social and moral aspects of sex and relationships. The teaching of SRE takes place within the planned framework for PSHE and citizenship and is therefore delivered through four interrelated strands:

- Developing confidence and responsibility and making the most of pupil's abilities.
- Preparing to play an active role as citizens.
- Developing a healthy, safe lifestyle.
- Developing good relationships and respecting the differences between people.

We also believe that SRE will be achieved by providing an environment and atmosphere where pupils feel safe, relaxed, not intimidated, but focused; and where they have confidence and trust in the knowledge, ability and skills of staff in school.

MORALS AND VALUES

We teach sex education in the context of the school's aims and values framework. While sex and relationship education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all our work in school, in particular, we teach SRE in the belief that:

- SRE should be taught in the context of stable and loving relationships and family life;
- SRE is part of a wider social, personal, spiritual and moral education process;
- 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;
- children need to learn the importance of self-control.

CONTENT AND ORGANISATION

SRE is a subject that is not taught as a discrete subject, it is rooted in the PSHE and Citizenship programme, however, aspects are also encompassed within the ethos of the school and may be delivered through other subject areas where we feel that they contribute significantly to a child's knowledge and understanding such as the Science curriculum, R.E. lessons, Circle time/aspects within SEAL programme and Collective worship.

At key stage 2;

- Pupils learn to express their opinion 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 of life in order to promote their own mental health and well-being of others.
- Life processes are discussed including the physical changes that take place at puberty, why it happens and how to manage them.

Throughout all year groups we build on aspects of SRE covering knowledge on health and relationships. Years 3 and 4 focus on the aspects of building and respecting relationships, whilst within years 5 and 6 we place a particular emphasis on health education, as many children experience puberty at this age. The SRE programme is evaluated and adapted on a yearly basis to ensure that the lessons and activities are suitable for the particular cohort. The main themes covered are puberty, health and hygiene and relationships. We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons and methods for approaching the teaching of SRE. We also welcome the input of visitors and other outside agencies that have expertise that they can contribute to the teaching of SRE. This includes visits from the school nurse to support staff within SRE, as well as assisting in the teaching of SRE.

We value the fact that teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, conception, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children (as stated earlier in this policy). An outline of the SRE scheme of work can be found in Appendix A.

TEACHING AND LEARNING STRATEGIES

Uplands are committed to employing active learning and experiential methods which involve children's full participation. These techniques include:

- Establishing ground rules with pupils - a set of ground rules helps create a safe environment.
- Using 'distancing' techniques.
- Knowing how to deal with unexpected questions or comments from pupils.
- Encouraging reflection.

A more detailed explanation of these techniques can be found in Appendix B.

RECORDING AND ASSESSMENT

In addition to the pupils' self-assessment, teachers will assess through informal methods, such as observations and discussions with a particular focus; e.g. how well they listen to the views of others. Quizzes may be used before and after a unit of work to aid assessment.

Elements of SRE that occur in the science curriculum will be assessed, through recorded work to establish age related expectations of knowledge and understanding.

RESOURCES

All resources are selected to ensure that they are consistent with the school's ethos and values and support the SRE aims and objectives. Care is taken to ensure resources comply with the school's equal opportunities policy. The curriculum is based upon LA guidance and published materials within the 'Puberty Pack'

The resources we use in delivering the SRE curriculum include the Living and Growing series. The series includes videos, as well as pupil activities and teachers pack to support children's learning. We also have examples of items found within a wash bag to introduce to pupils when discussing personal hygiene.

SPECIAL EDUCATIONAL NEEDS AND LEARNING DIFFERENCES

Our pupils have different needs based on their emotional and physical development, life experiences and learning differences, but we will aim to ensure that all pupils are properly included in SRE.

Teachers may have to be more explicit and plan work in a variety of ways in order to meet the individual needs of pupils with SEN or learning differences. It is helpful to remember to focus on activities that increase a pupil's assertiveness, communication and relationship skills, their self-esteem and understanding. Active learning methods and drama techniques are particularly effective.

RELIGION AND ETHNICITY

In our school we seek to recognise the diverse beliefs of our religious and minority ethnic communities and aim to value and celebrate cultural diversity. We will explore different cultural beliefs and values and encourage activities, which challenge stereotypes. We will use a range of teaching materials and resources that reflect our cultural diversity and encourage a sense of inclusiveness.

CONFIDENTIALITY

Teachers conduct sex education lessons in a sensitive manner and in confidence. As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the headteacher and deputy head, the designated child protection officer within the school. The headteacher will then deal with the matter in consultation with health care professionals. (See also Safeguarding Policy.)

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

THE ROLE OF PARENTS

As a school we are aware that the primary role of children's sex education lies with parents and carers. We wish to build a positive and supporting relationship through a mutual understanding, trust and co-operation.

In promoting this we will;

- Inform parents about the school's sex education policy and practice,
- Answer any questions that parents may have about the sex education of their child
- Take seriously any issues that parents arise with teachers or governors about the policy or the arrangements for sex education in the school,

We will also give parents / carers the option of discussing any concerns with the Headteacher or PSHE Co-ordinator. Parent and carers will be given opportunities to view videos used in the sex and relationship education programme outside the workshop meetings and copies of the lesson plans used in Year 5 and 6.

Parents and carers 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 Science National Curriculum. Parents and carers who wish to exercise this right should talk with the class teacher or the PSHE co-ordinator or the head teacher. The issue of withdrawal will be handled as sensitively as possible and alternative arrangements will be made for any child withdrawn from this aspect of the curriculum.

THE ROLE OF OTHER MEMBERS OF THE COMMUNITY

We encourage and welcome the support of other appropriate members of the community to work with us to provide advice and support to children with regard to health education. These sessions will always complement the existing SRE provision.

Whenever visitors are involved, teachers will ensure that they have discussed and shared the planning and the form and content of the input they intend to provide. The teacher will always be present and responsible for classroom management.

Visitors delivering SRE in a classroom setting need to follow the guidelines on confidentiality (as set out earlier) and work within the school's value framework and SRE programme.

MONITORING AND REVIEW

The Curriculum Committee of the governing body monitors our sex and relationships education policy on a regular basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the SRE programme, and makes a record of all such comments. Governors require the headteacher to keep a written record, giving details of the content and delivery of the SRE programme that we teach in our school.

LOCATION AND DISSEMINATION

A copy of this policy can be found with Headteacher and PSHE co-ordinator. Further copies can also be found in staff policy folder on the learning platform. Copies of the SRE policy will also be available from the school office on request from parents.

STAFF SUPPORT AND TRAINING

Uplands Junior School believes in the importance of appropriate staff training to enable staff to deliver effective SRE. The PSHE co-ordinator should access courses or INSET opportunities to assist staff involved in the delivery of SRE in accordance with the schools SIP.

Signed by

Headteacher

Date:

Chair of Governors

Date:

Next review date: **July 2018**

Appendix A – Outline of SRE Scheme of work.

Year Group	Objectives Covered	Example activities
3	<ul style="list-style-type: none"> ▪ To appreciate the person I am. ▪ To respect others to build relationships ▪ To identify what makes a good relationship with others 	<ul style="list-style-type: none"> ▪ Children appreciate and respect their similarities and differences from others – including how we look and develop ▪ Children understand characteristics of a good relationship
4	<ul style="list-style-type: none"> ▪ To understand the different relationships that occurs in life. ▪ To know the many relationships in which they are involved. ▪ To understand the importance of a good friendship. 	<ul style="list-style-type: none"> ▪ Explore the types of relationships that exist. ▪ Identify features of good relationships.
5	<ul style="list-style-type: none"> ▪ To understand how humans grow and change - stages not ages. ▪ To explore and learn about the physical changes that takes place during puberty. ▪ To raise awareness of the basic hygiene needs regarding body changes. 	<ul style="list-style-type: none"> ▪ Order stages in human life cycle ▪ Using outlines of male/female body's children to draw/write the changes that take place at puberty. ▪ Discuss the importance of washing bodies all over and the need to change underwear and clothing regularly. ▪ Changes DVD for both Girls and Boys ▪ (See Attached Lesson Plan)
6	<ul style="list-style-type: none"> ▪ To raise awareness of the basic hygiene needs regarding body changes. ▪ To increase confidence with, and understanding of changes during puberty. ▪ To know that body changes are a preparation for sexual maturity and that puberty affects personal hygiene ▪ To understand the importance of loving stable relationships. ▪ To understand the processes of conception 	<ul style="list-style-type: none"> ▪ Discuss the importance of washing bodies all over and the need to change underwear and clothing regularly. ▪ Puberty video that focuses upon specific changes for both boys and girls, including periods and wet dreams. ▪ Lesson on conception to be taught including DVD ▪ (See Attached Lesson Plan)

Appendix B - Teaching Strategies

Ground Rules - help to create a safe environment for both teacher and pupil. They should be established with each class before SRE lessons commence.

Distancing techniques - help to avoid embarrassment and protect privacy. Role play, case studies with invented characters, videos etc can help children to discuss issues in a depersonalised, safe environment.

Dealing with questions: Having a set of ground rules provides boundaries over what is appropriate and not appropriate and about how to respond to unexpected, embarrassing questions or comments from pupils in a whole-class situation. Children's questions are to be written anonymously on paper. The teacher will decide on appropriate questions to be answers. Any questions not relevant to topic/age group to be left and the teacher will explain that this is an area that will be covered at a later stage.

Suggestions for responding to questions:

- If a question is of a personal nature, remind the pupil of the ground rule: 'no one has to answer personal questions'.
- If a teacher or member of staff does not know or is unsure of an answer, they will say so and explain that they will get back to the pupil later (and try to specify when).
- Colleagues or the PSHE Co-ordinator can always be consulted for support. It maybe appropriate to liaise with parents/carers.
- Lengthy or complicated responses are not usually necessary. A simple and concrete piece of information offers clarity and may avoid confusion, for example, "At the moment we are looking at 'X', in year 6 you will look at 'Y' in more detail."
- Recognise different views are held, for example, about contraception.
- Place within the context of the school's SRE curriculum.
- If a question is very explicit; seems too old for a pupil; or inappropriate for a whole class session, acknowledge the question and arrange to respond later on an individual basis.
- If you have concerns about sexual abuse, follow the school's child protection procedures.

Discussions

Discussion and reflection should be a part of the SRE lessons. Active learning ensures opportunities for considering beliefs and attitudes and for developing greater understanding. Watching a video or reading written material must be used only to support or to complement wider structured activities.