

Faringdon Junior School

Sex and Relationships Education (SRE) Policy

1 Introduction

1.1 We have based our school's SRE policy on the DfEE guidance document Sex and Relationship Education Guidance (ref DfEE 0116/2000). In this document, SRE is defined as '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'. SRE is part of the personal, social and health education curriculum in our school. We do not use SRE as a means of promoting any form of sexual orientation. We use channel 4's "Living and Growing" scheme of work as a basis for teaching our SRE programme. The scheme is split into 3 units directed at different ages of the primary school. Unit 1 is aimed at KS1, Unit 2 at 7-9 year olds, and Unit 3 at 10-11 year olds. We do not feel that all the information contained in these units is appropriate for our children to learn, and we have modified our own programme of work accordingly. Children in year 3-4 will be taught a series of lessons from the KS1 unit, while year 5-6 will primarily use lessons from unit 2.

2 Aims and objectives

2.1 Our aim is to teach SRE to inform children about sexual issues with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We always teach this with due regard to the age and emotional development of the children. We teach children about:

- celebrating and respecting individuality;
- making responsible life decisions in a variety of contexts;
- resisting peer pressure;
- the physical development of their bodies as they become adolescents then adults;
- respect for their own bodies;
- valuing different family structures and the importance of family life;
- moral questions;
- relationship issues;
- respect for the views of other people;
- the way humans reproduce;
- the importance of sexual activity as part of a committed, long-term, and loving relationship;
- an introduction to the concept of contraception;
- sex abuse and what they should do if they are worried about any sexual matters.

3 Context

3.1 While SRE in our school means that we give children information about sexual behaviour, the vast majority of teaching concerns how we change as we grow (both emotionally and physically), preparation for puberty / adolescence (implicit in Y3-4), respecting differences, and making the 'right' choices in life. 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:

- Education about sexual relationships is taught in the context of 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 as they change emotionally and physically;
- it is important to build positive relationships with others, involving trust and respect;
- children need to learn the importance of self-control;
- be aware of the consequences of sexual activity;
- SRE helps children to make sense of the portrayal of sexual matters in the world around them.

4 Organisation

4.1 It is vital that SRE is delivered by the class teachers, or teachers that they know and trust, as they have the necessary relationship with the children to foster trust and sensitivity when teaching all aspects of the programme.

4.2 The first stage of any SRE programme of study is to establish a set of 'ground rules' for the children to follow. This will involve 'safe areas' to discuss issues arising (not playground as some younger children may be exposed to issues beyond their understanding), correct medical terminology used for body parts at all times, and establishing a 'question box' where questions can be placed confidentially. Teachers will consider age and maturity of children when answering questions.

4.3 We teach SRE through different aspects of the curriculum. While we carry out the main SRE teaching in our personal, social and health education (PSHE) curriculum, we also teach some SRE through science .

4.4 In PSHE we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty. Both boys and girls will learn together about the changes to male and female bodies, but single sex teaching time is built in to the SRE programme to allow children to discuss issues arising from this.

In science we teach about life processes and the main stages of the human life cycle.

4.5 In Year 5&6 we place a particular emphasis on health education, as many children experience puberty at this age. 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, 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).

5 The role of parents

5.1 The school is well aware that the primary role in children's SRE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school's SRE policy and practice;
- answer any questions that parents may have about the SRE of their child;

- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for SRE in the school;
- inform parents when the concept of contraception is introduced;
- inform parents about the best practice known with regard to SRE, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.
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5.2 It is compulsory for schools to teach the biological aspects of puberty and reproduction (learning and skills act 2000). Parents have a legal right to withdraw their children from dedicated 'sex education' lessons. They do not have a right to withdraw their children from those aspects of SRE that are taught in National Curriculum Science or where SRE issues arise incidentally in other subject areas. If a parent wishes their child to be withdrawn from SRE lessons, they should discuss this with the headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

6 The role of other members of the community

6.1 We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our SRE programme. Other people that we call on include local clergy, social workers and youth workers.

7 Confidentiality

7.1 Teachers conduct SRE lessons in a sensitive manner and in confidence. They will deal sensitively with any issues that may arise from an individual pupils response to lessons, offering further support or guidance if necessary. 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. The headteacher will then deal with the matter as laid down in the Child Protection Procedures.

8 The role of the headteacher

8.1 It is the responsibility of the headteacher to ensure that both staff and parents are informed about our SRE policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

8.2 The headteacher liaises with external agencies regarding the school SRE programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

8.3 The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

9 Monitoring and review

9.1 The Curriculum Committee of the governing body monitors our SRE policy on an annual 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.

Review date: May 2014