

EMMBROOK JUNIOR SCHOOL



SEX AND RELATIONSHIPS EDUCATION POLICY (STATUTORY)

Responsibility of: Curriculum and Pupil Achievement (CPA) Committee

Date of Policy: July 2018

Date of Review: June 2020

2014 Mission Statement

The Emmbrook Junior School community works together to further develop each child's abilities by creating a nurturing and motivating environment for learning. Each child's self-confidence will be strengthened so they make good academic progress whilst gaining increasing resilience and respect for the community.

Aim

Emmbrook Junior School believes that Sex and Relationships Education (SRE) in this school will be developmental and a foundation for further work in the secondary school.

SRE in this school will conform to the requirements of the Education Act 1996 that the school curriculum should be one which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and
- Prepares such pupils for the opportunities, responsibilities and experiences of adult life.

The school will work towards this aim in partnership with parents.

This policy will also take into account the Sex and Relationship Education Guidance Document (July 2000) which states:

- SRE should be firmly rooted in the framework for PSHE
- Pupils should be taught about the nature and importance of marriage for family life and bringing up children
- Pupils should be given accurate information and helped to develop skills to enable them to understand difference and respect themselves and others

The aim of the sex and relationships education policy is to clarify the content and manner in which sex education is delivered in this school.

Values

The SRE programme will reflect the school's ethos and demonstrate and encourage the following values:

- Respect for self
- Respect for others
- Responsibility for one's own actions
- Responsibility for one's family, friends, school and wider community.

Issues considered:

- Content of SRE
- Methodology, style and approach, location in the curriculum
- Withdrawal of children
- Confidentiality
- Child sexual abuse
- Use of visitors

Organisation

Active learning methods which will involve children's full participation will be used. Single gender groups will be used as deemed appropriate and relevant.

The range of material will be available for review on request. General books are available to the children in the Library. Materials used will be available at a parents' evening once a year.

Apart from class teachers, there are various people who can resource and support school based SRE. These people may include parents, the school nurse, religious or health professionals. Any outside speakers should adhere to strict guidelines on what is appropriate to teach..

Teachers will keep their own personal evaluation of each lesson which will be analysed by the Subject Leader.

Content for school SRE programme

This programme will:

- Provide information which is easy to understand, relevant and appropriate to the age and maturity of the pupils
- Include the development of social and communication skills
- Encourage the exploration and clarification of values and attitudes.

Topics to be covered will include:

Year 5

- Family and friendship relationships
- Life processes – growth and reproduction
- Human life cycle
- Physical and emotional changes at puberty/personal hygiene
- Different types of relationships/family arrangements

Year 6:

- Feelings about the future

- Media messages
- Body changes in me and others/personal hygiene
- Processes of conception and birth
- Range of human variation
- Relationship skills
- Sexuality- what it is and what words describe it
- Marriage and raising children
- Recognising and challenging stereotypes
- Recognising unwanted physical contact and how to deal with it

Parents will be informed of such topics through the Curriculum Bulletins..

Specific issues statements

Working with parents

The school is committed to working with parents. Under the Education Act 1996 pupils can be withdrawn by their parents from part of sex and relationships education that is outside the compulsory elements contained in the Science National Curriculum.

Parents wanting to exercise this right are invited to see the Head Teacher who will explore the concerns of parents and the possibilities of adjusting the programme or approach and will discuss any impact that withdrawal may have on the child. The Head Teacher will talk with parents about the child's possible negative experiences or feelings that may result from exclusion and the ways in which these might be minimised. The situation should then be reviewed each year.

Sensitive issues

Certain issues may arise as part of the school's SRE programme. These sensitive issues could include abortion, miscarriage, still-birth, adoption, homosexuality, contraception, HIV/AIDS and other sexually transmitted infections, masturbation. These should all be dealt with in a neutral, non-judgemental or non promotional manner. The personal beliefs and attitudes of teachers must not influence the way in which these are addressed in the classroom. Teachers and all those contributing to the SRE programme will need to be sure that their own personal opinions and beliefs are not communicated.

Child sexual abuse

The school has a Safeguarding Policy and procedure which is available on request.

Confidentiality

Teachers should not promise a child total confidentiality. This must be explained to the pupils at the beginning of each unit of work and suitable distancing techniques practised to ensure that children can gain information in a way that does not implicate them. Children should be reassured that if they wish to tell an adult in school something, they can, but that this adult may have to tell another if it is a cause for concern. The school's Safeguarding Policy should then be followed. Any adult visitor working with children must work within the school's confidentiality framework and not their own.

Teachers and other adults involved in teaching SRE will sometimes hear disclosures that suggest a child may be at risk of abuse. It is essential that all are aware of the school's Safeguarding Policy. A copy of this is available from the school's designated teacher for child protection who is the Head Teacher.

Where an adult believes a child may be at risk the designated teacher must be consulted before any further action is taken.

Answering difficult questions

Sometimes a child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed individually later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the Subject Leader if they are concerned about a specific issue raised.

Equal Opportunities

Emmbrook Junior School is committed to working towards equality of opportunity in all aspects of school life. All resources and methods are subject to the following equal opportunities criteria:

Resources checklist (Taken from *Sexuality and Relationship Resource List, HEA*)

1. Is it likely to appeal to its proposed audience?
2. Is it consistent with your agreed policy aims and objectives?
3. Does it fit in with your existing style of sex and relationships education?
4. Is it appropriate to the needs of your students in terms of language, images, attitude, maturity and knowledge required?
5. Does it patronise or respect its audience?
6. Does it enable you to take pupils' emotional and intellectual readiness into account and link this to new learning?
7. Does it avoid racism, sexism and other forms of stereotyping?
8. Do you feel comfortable using this resource?
9. Is it factually correct?
10. Will any staff training be needed?
11. Is it well designed, flexible, durable and easy to store?
12. Does it conform to the legal requirements for sex and relationships education?

Approved by Governing Body

Chair of Governors

Date 17.07.18

Head Teacher

Date 17.07.18