

Burlington Junior School
Sex and Relationship Education Policy January 2017

Aims and objectives of this policy

To provide guidance and information on all aspects of Sex and Relationships Education (SRE) for parents, governors, teaching and non-teaching school staff. This policy is distributed to members of staff and is available to parents on request.

Definition of Sex and relationship Education (SRE)

SRE is learning about sex, sexuality, emotions, relationships, sexual health and ourselves.

SRE Guidance – DfEE July 2000 What is SRE?

It is lifelong learning about physical, moral and emotional development. It is about the understanding of 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. It is not about the promotion of sexual orientation or sexual activity- this would be inappropriate teaching. It has 3 main elements:

Attitudes and values

- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making

Personal and social skills

- learning to manage conflict, emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- learning how to recognise and avoid exploitation and abuse

Knowledge and understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, emotions and relationships;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay

How SRE is provided and by whom

SRE is taught by class teachers as part of the PSHE programme. In addition, Y6 teach SRE as part of their Science Curriculum. Care has been taken to ensure that the content of the lessons is not 'overly biological' allowing the discussion of emotions and feelings. Some lessons are taught in gender groups and the others are taught as a whole class. SRE at primary school level should ensure that all children:

- develop confidence in talking, listening and thinking about feelings and relationships;
- are able to name parts of the body and describe how their bodies work;
- can protect themselves and ask for help and support;
- are prepared for puberty

Content - By the end of Key Stage 2 Pupils will be able to:

- express opinions, for example, about relationships and bullying
- listen to and support others
- respect other peoples viewpoints and beliefs
- recognise their changing emotions with friends and family and be able to express their feelings positively
- identify adults they can trust and who they can ask for help
- be self-confident in a wide range of new situations, such as seeking new friends
- recognise their own worth and identify positive things about themselves
- balance the stresses of life in order to promote both their own mental health and well-being and that of others
- discuss moral questions
- listen to, support their friends and manage friendship problems
- recognise and challenge stereotypes, for example in relation to gender
- recognise the pressure of unwanted physical contact, and know ways of resisting it

Pupils will know and understand

- that the life processes common to humans and other animals include growth and reproduction*
- about the main stages of the human life cycle*
- about the physical changes that take place at puberty, why they happen and how to manage them
- the many relationships in which they are all involved
- how the media impact on forming attitudes
- about keeping themselves safe when involved with risky activities
- that their actions have consequences and be able to anticipate the results of them
- about different forms of bullying and the feelings of both bullies and victims
- why being different can provoke bullying and know why this is unacceptable
- about, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together

**elements of the Science curriculum*

Teaching Approaches

A variety of teaching approaches need to be used in the teaching of SRE. A safe learning environment needs to be established in which the children are able to take part in open discussions. Ground rules should be set which will help to reduce anxiety and embarrassment and minimises unconsidered, unintended personal disclosures. A key ground rule is that no personal questions should be asked.

Use of materials

Inappropriate images and explicit materials not directly related to explanation will not be used.

Some examples of effective, active learning methods that can be used when teaching SRE include:

- brainstorming- a useful way to record ideas quickly
- discussion techniques- working in small groups
- case studies/ scenarios
- story telling/film clips

Assessment and Evaluation

A range of techniques are employed to gauge what has been learnt and how future work can be more effective:

- observation of pupils as they work
- quizzes to measure knowledge levels and attitudes
- children's evaluations to see what they feel they have learned, what they have enjoyed, what they would change
- problem solving activities and discussion

Specific issues in SRE

Confidentiality and Child Protection

SRE should never include any activity or discussions where disclosure is encouraged or sought and the use of distancing techniques such as role- play and group work may help this. Teachers must not offer or guarantee absolute confidentiality. Effective SRE may often bring about disclosures of child protection issues and staff need to be aware of the procedures for reporting their concerns (refer to Child Protection Policy).

Dealing with Questions

Clear parameters of what is appropriate and inappropriate should be established within the ground rules and personal questions should not be answered. If a question is too explicit, is age inappropriate for the pupil or the whole class or raises concerns about sexual abuse then it should be acknowledged with a promise to attend to it later on an individual basis. If a question is raised that alerts a member of staff that a child is at risk of sexual abuse, the school's child protection procedures should be followed. In our school where the range of understanding may be considerable we will adopt a 3 level response to questions:

- answer in class for all pupils to hear
- answer one-to-one away from other pupils
- refer back to parents, with child's consent, to establish their willingness to have their child's question answered

Equal Opportunities

All children at this school have the right to responsible SRE, relevant to their maturity, which will increase their knowledge of the physical facts and develop an understanding of their growing and changing emotions. SRE will help children to respect themselves and others and understand difference. Teaching activities used will engage boys as well as girls and single sex groups will be used..

Parents right to withdraw their children

Under the 1993 Education Act, parents have the right to withdraw their children from all or part of the schools SRE programme except those in the statutory National Curriculum. Parents need not give reasons for their decision but the school will find it useful if parents discussed their concerns or opinions with either their child's class teacher, the Deputy Head or the Head. A letter will be sent to all parents prior to the lessons taking place. (see Appendix 1) The films that will be shown to the children will also be available to the parents should they wish to view them themselves prior to their child watching it at school.

A copy of this policy is available for parents to inspect.

Mrs Utting
Headteacher

January 2017
Next Review January 2021

Date

PHSE Education

Dear Parents

Starting on DATE, your child will be involved in learning about human reproduction as part of our science and PSHE topic. These lessons will be based around the BBC materials and they will be followed up by discussion with teachers. There will be opportunities for children to write down their questions to be answered by the teachers. The girls and boys will be taught separately.

The materials we will use are aimed at ten and eleven year olds. If you would like to find out more we will be showing the material at TIME pm on DATE in ?? classroom.

We feel strongly that these sessions are extremely valuable for all of the pupils in Year 6, however if you have any concerns about the content of these sessions please speak to your child's class teacher or myself. Should you wish your child to not participate in these sessions please provide a covering letter to this effect.

Yours faithfully,

TEACHER
Year 6 Leader