

# Almond Hill Junior School



## SEX AND RELATIONSHIPS POLICY

Governor committee:	Personal Development, Behaviour and Welfare Committee	
Ratified	Full governing body	January 2017
Policy due for review:	January 2018	

**ALMOND HILL JUNIOR SCHOOL**  
**SEX AND RELATIONSHIPS POLICY FOR EMPLOYEES IN SCHOOLS**

“Sex and Relationships Education (SRE) is lifelong 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. It is not about the promotion of sexual orientation or sexual activity.” (DFE July 2000)

**Aims of the Policy**

Pupils will have the opportunity to express themselves within a trusted and safe environment. They will have the opportunity to articulate their thoughts and anxieties in order that they can build on the skills required to make responsible decisions, communicate effectively and develop healthy and appropriate relationships.

There are three main elements to our SRE programme

**Attitudes and Values**

Recognition of the values of family life, whatever unit that may form, as well as other loving relationships. Respect for oneself and others.

**Personal and Social Skills**

Strengthening self- esteem and self confidence through learning to understand and manage emotions and relationships confidently.

**Knowledge and Understanding**

Learning and understanding about physical development at appropriate stages and dealing with issues of gender and stereotyping.

**Delivery of S.R.E.**

At Almond Hill Junior School we have a commitment to ensure that our programme is relevant to all pupils and is taught in a way that is age and stage appropriate.

The objectives of Sex and Relationship Education at Almond Hill Junior School are:

- To enable our pupils to make responsible, informed and healthy decisions about their lives, both now and in the future.
- To teach our pupils to respect themselves and others so they can move confidently from childhood through to adolescence and into adulthood.
- To provide a supportive learning environment in which pupils can develop their feelings of self -worth and confidence, especially in relationship to others.

**Sex and Relationships Education (SRE) in the context of the National Curriculum:**

Almond Hill Junior School has a statutory duty to teach the following as part of the National Curriculum Science Orders Key Stage 2

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.
- describe the changes as humans develop to old age.
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Parents do not have the right to withdraw their child/children from these above aspects of the Science Curriculum.

SRE will be taught through the scheme of work devised for PSHCE (Personal, Social Health and Citizen Education). In RE and Citizenship pupils develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings (see appendix for coverage).

SRE is taught by the class teacher or year group team leader. A range of teaching methods are used including discussion. Sex and relationship education is usually delivered in mixed gender groups. However, there are occasions where single gender groups are more appropriate and relevant. Resources to teach sex and relationship education include fiction, reference books, leaflets and extracts from Living and Growing DVD.

### **Consulting Parents**

The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to view the DVD and resources being used.

Parents have the right to withdraw their children from those aspects of sex and relationship education **not** included in the National Curriculum Science Orders - alternative work will be set.

### **Equal Opportunity**

The school is committed to ensuring equal access to the Sex Education curriculum for all pupils. As an inclusive school we seek to address the needs of all children. Class teachers will tailor lessons to the needs of individuals as necessary in order to provide a programme of SRE at a level which is appropriate to the age and physical development of the child with differentiated provision if required.

### **Dealing with difficult questions**

Discussions will be governed by ground rules. Question boxes may be used as a distancing technique. Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom or one which is beyond the Key Stage 2 objectives, this will be explained and pupils referred to their parents.

### **Use of visitors**

"Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator and teacher's responsibility to plan the curriculum and lessons."

Sex and Relationship Guidance DfES 0116/2000 P 29 6.11

When appropriate, visitors such as the school nurse may be involved in the delivery of SRE, particularly in Key Stage 2.

### **Children with special needs**

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

### **Child Protection / Confidentiality**

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the Head Teacher /Designated Child Protection person in line with the school policy for Child Protection. A member of staff cannot promise confidentiality if concerns exist.

### **Monitoring and Evaluation Roles and Responsibilities**

All staff will have a responsibility for SRE and are fully aware of this policy. They will receive training and support where necessary. Monitoring is the responsibility of the head teacher and safeguarding governor who will report to the governor Personal Development, Behaviour and Welfare Committee.

This policy document will be available to parents via our website or via requesting a paper copy from the school office.

This policy will be reviewed in March 2017

Links with other policies

This policy is linked with the following policies:

PSHE & Citizenship

Equality

Child Protection

Behaviour

Anti-Bullying

Re ratified January 2017 new governing body

## APPENDIX

In addition to this, the Channel Four "Living and Growing" series will be shown:

Year 3 Programme 1 section 1

Year 4 Programme 1 section 2 and 3

Year 5 Programme 2

Year 6 Programme 3

The SRE Programme will cover aspects of personal hygiene, puberty, menstruation, pregnancy and birth.

Year 3:

Differences: Living and non-living things/life cycles

Difference between boys and girls – avoiding stereotypes

Characteristics that make us unique

Naming male and female body parts

Exploring feelings – good and bad days

Year 4:

Birth fact file: finding out how I developed before I was born, finding out about me as a baby\* What can we do now we could not do as a baby, who are we like\* - parents/brothers/sisters Achievements

Relationships - who my friends are and how we treat each other

Meal time – how tastes change over time

Revisiting correct names for body parts

Year 5:

How we change as we become teenagers – size, muscle, hair, body parts – emphasis on everyone changing at different rates

Body prepares to create baby (cartoon)

Menstruation

Relationships – what being a friend means to us

How adult friends may differ – how adult loving relationships may differ

Intercourse (cartoon)

Following a couple who are expecting a baby

Year 6:

Menstruation – changes in girls

Changes in boys during puberty

Sorting myths from facts

Relationships – how friendship changes

How boys and girls are different – getting rid of stereotypes

Sex and relationships in the media, advertising

What makes a relationship work – love and marriage

Contraception

\*The school is sensitive to individual children's circumstances – e.g. CLA/adopted children