

MOAT FARM

JUNIOR SCHOOL



Sex and Relationships Education Policy

2018-2019

Sex and Relationship Education Guidance (DfEE 0116/2000)

Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of, stable and loving relationships, respect, love and care. It is not about the promotion of sexual orientation or sexual. Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age.

Sex and relationship education (SRE) will reflect the values of the PSHE and Citizenship programme. SRE will be taught in the context of relationships.

In addition, SRE will promote self esteem and emotional health and well being and help them form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

It is our intention that all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision if required. Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language specials needs, disadvantaged and looked after children.

Aims and Objectives

The aim of SRE is to provide children with *age appropriate* information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health-related behaviour.

There are three main elements to our SRE programme:

• attitudes and values

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

• personal and social skills

- learning to manage 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;
- learning how to recognise and avoid exploitation and abuse.

• knowledge and understanding

- learning and understanding physical development at appropriate stages;
- understanding human reproduction, emotions and relationships.

The Teaching Programme for Sex and Relationship Education

Legal requirements

As a Junior school, we must teach the following as part of the National Curriculum Programmes of Study for Science (September 2014).

National Curriculum Science

Year 5

Living things and their habitats

Pupils should be taught to:

- 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

Animals, including humans

Pupils should be taught to:

- describe the changes as humans develop to old age

Year 6

Evolution and inheritance

Pupils should be taught to:

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

RE and PSHE

All year groups will continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop the skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

Specific Sex and Relationships Lessons

The Sex and Relationships Education programme is organised by the Deputy Head Teacher. The following themes are covered;

Year 5

'Changes'

'Girl Talk' 'Boy Talk'

These sessions cover understanding the physical changes that take place during puberty, why they happen and how to manage them. This is taught as part of the statutory National Curriculum for Science.

Year 6

'How Babies are Made'

'How Babies are Born'

These sessions explain how babies are made within the context of a stable, loving relationship. They show the children how a baby develops in the womb and how a baby is born.

SRE is taught by a trained practitioner, class teachers and a HLTA, who has received specific training.

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

Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11

SRE may be delivered in mixed or single gender groups. Where it is deemed more appropriate and relevant, single gender groups will be used.

Resources used to teach the sessions include reference books, leaflets and extracts from videos.

Sex and relationship education is monitored and evaluated by the Science and PSHE leaders as part of the school's development plan. As a result of this process, changes will be made to the sex and relationship education programmes as appropriate.

Parental consultation

Materials which will be used in the school's SRE Programme can be viewed by parents in school on request.

Prior to the delivery of SRE in Year 5 and Year 6, parents will be invited to a meeting at which they discuss the content of lessons and view the videos being used. Parents will be informed as to when the sessions of SRE will be delivered.

Parents have the right to withdraw their child from those aspects of SRE that are not included in the statutory National Curriculum for Science. In these instances, alternative work will be set.

Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box 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, provision would be made to meet the individual child's needs.

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 Designated Senior Person/ Head Teacher in line with the LA and school's procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

Monitoring and Evaluation

Monitoring is the responsibility of the head teacher, named governor and teacher with responsibility for sex and relationship education. The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents. The effectiveness of the SRE programme will be evaluated by assessing children's learning and implementing change if required.

This policy will be available to Parents who request a copy from the school office.

Links with other policies

This policy is linked with the following policies:

PSHE & Citizenship

Child Protection

Behaviour

Anti Bullying

This policy will be reviewed in September 2019.

Adopted by Governors

Signed by Chair of Governors

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