

Sex and Relationship Statement Bordon Junior School

What is sex and relationship education?

Sex and relationship education (SRE) is lifelong learning about physical, moral and emotional development. At Bordon Junior School SRE is planned as part of Personal, Social and Health Education (PSHE) and the healthy school agenda. Many aspects are also covered within the Science curriculum.

SRE is learning about our bodies, health and relationships. Learning is built up year-by-year in a way that is appropriate to the age and maturity of the pupils; responds to the needs they have, and enables them to successfully manage the challenges they face as they grow up.

SRE teaches children to develop values and attitudes, and learn personal and social skills, and increase their knowledge and understanding to enable them to make informed decisions and healthier life choices. SRE makes an important contribution to safeguarding children.

How sex and relationship education is provided?

The Learning Outcomes for pupils across the school are taken from the DfEE 0116/2000 SRE guidance, Ofsted's Sex and Relationships Report (2002) and the National Healthy School Standard guidance DH/DfES (2006). Biological aspects of SRE are taught within the Science curriculum and some moral aspects are taught within RE.

A range of methods are used to teach SRE. These include use of small group work, media, discussion, case studies, drama and role-play. Ground rules and distancing techniques are used to establish a safe environment to facilitate discussions and pupils are encouraged to reflect on their learning. SRE is usually delivered in mixed gender groups. However, there may be occasions where single gender groups are more appropriate and relevant. The programme content is agreed in consultation with governors, parents, teaching staff and pupils.

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, provision would be made to meet the individual child's needs. This may involve referring the child back to their parent/carer, school nurse for an answer or seeking further advice or other appropriate course of action.

The personal beliefs and attitudes of teachers will not influence the teaching of SRE.

Learning outcomes for SRE within the school

By the end of Key Stage 2 pupils will have had the opportunity to express their views and respect those of others. They will have discussed some of the bodily and emotionally changes that occur at puberty and how to deal with these in a positive way. They will have practiced skills in making judgements and decisions and will be able to list some ways of resisting negative peer pressure around issues affecting

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their health and well being. They will also have considered different types of relationship (for example marriage or friendships), and discussed ways in which people can maintain good relationships (for example listening, supporting, caring).

Values Framework

As part of SRE, pupils are taught the significance of marriage and stable relationships as key building blocks of community and society and their importance for family life and bringing up children. SRE accepts a wide range of family arrangements and respects the diversity of lifestyles.

All those who teach aspects of SRE within school, including visitors, are expected to be guided by the following values framework which represents the values held in common by the whole school community. The teaching of SRE will encourage students to:

- Value and respect themselves
- Value and respect others for who they are
- Value and respect difference in people's religion, culture, sexual orientation, physical and mental ability and social background
- Value and respect their own and others' rights to make choices
- Value stable and loving relationships for the nurturing of children and as the basis of a society in which people care for one another

There are a number of underlying principles guiding the way SRE is presented to children. It should be factually accurate, evidence-based and age-appropriate; be sensitive to faith and cultural perspectives; promote equality, inclusion and acceptance of diversity; promote strong and stable relationships; and allow children to grow with confidence.

Parents' right to withdrawal

Parents and carers are involved in the development of SRE and kept informed of the curriculum being delivered each term. They have the right to withdraw their child from aspects of SRE which are not part of the Science National Curriculum. The importance of all aspects of SRE is emphasized to parents and members of the senior leadership team will meet with any concerned parents to explain the purpose and content of the SRE programme.

Monitoring and Review

The provision of SRE is monitored by both Curriculum Committees and reviewed annually by the governors in line with the policy review schedule.