

Bordon Junior School

Sex and Relationships Education Policy

Sex and Relationships Education Guidance

This policy acknowledges the outlines for procedure and practice given in 0116/2000 Sex and Relationship Guidance.

Aims and Objectives of the Sex and Relationships Education Policy

Our school policy aims to:

- provide knowledge and information at appropriate levels, to which all pupils are entitled
- raise pupils' self-esteem and confidence, especially in their relationships with others
- understand changes that will take place in their own bodies during puberty
- promote respect for themselves and others
- learn about the importance of loving and stable relationships as key building blocks of community and society
- appreciate the responsibility of parenthood and the significance of family life in bringing up children
- inform them about the implications and risks associated with some behaviour and to promote responsible behaviour
- enable pupils to seek help and advice when they need to
- enable pupils to express how they feel
- inform pupils of the rights they have over their own body

Moral and Values Framework

At Bordon Junior School we believe that sex and relationship education should be delivered within the following moral framework, promoting:

- self respect for oneself and for others
- respect and tolerance towards others who may have different backgrounds, cultures, feelings, views, sexuality
- taking account of other peoples' feelings
- mutual support and co-operation
- the acceptance of the consequences of our own actions
- the right of people to hold their own views within a framework of respect for others
- not imposing our views on other people
- the right not to be abused by other people or taken advantage of
- the right to accurate information about sex and relationship issues

Equal Opportunities Statement

The school is committed to the provision of sex and relationship education to all pupils. Our programme aims to respond to the diversity of children's cultures, faiths, and family backgrounds. Equal time and provision will be allocated to all groups but there may be occasions where children with Special Educational Needs are given extra support.

Organisation and Content

The Head teacher and PSHE/SRE co-ordinator have co-ordinated the sex and relationship education programme.

The programme is delivered by the class teacher and with support of other members of staff through team teaching.

Throughout the programme, pupils practise life skills such as assertiveness, self – awareness, decision making alongside considering all aspects of relationships. It also provides opportunities for pupils to explore their own and others’ attitudes, values and opinions on a variety of issues.

Sex and relationship education is taught in mixed gender groups, with the exception of year 5 unit 5 and year 6 units 2, 3 and 4.

The video “*Living and Growing?*” is shown to pupils in year 6.

Active learning techniques such as circle time, role play, games prioritising exercises, question box, paired and group discussion are used in the teaching of sex and relationship education. Pupils are given opportunities to reflect on what they have learnt within these lessons.

As far as possible, to prevent stigmatisation of any group of people or any life choices, the pro-choice approach to PSHE and sex and relationship education is adopted. This means that every issue is presented in terms of, “some people...and others...let’s explore the effect these choices might have on a person’s life.”

Y3 – Families, changing body parts and being different

Y4 – Growing and changing, puberty and changing relationships

Y5 – Puberty and physical changes associated with it and changing feelings

Y6 – Relationships, puberty and reproduction in humans including conception and pregnancy

Informing parents

Parents/ carers of children in the whole school will be informed at the beginning of the academic year. This will include the unit of work titles and will give opportunities for parents to review the materials to be used.

Withdrawal

Parents/carers have the right to withdraw their children from all or part of the sex and relationships education provided at school except for those parts included in statutory National Curriculum Science.

Those parents/carers wishing to exercise this right are invited to talk to the Head teacher who will explore any concerns and discuss any impact that withdrawal may have on the child.

Materials are available to parents/carers who wish to supplement the school sex and relationship education programme or who wish to deliver the programme to their children at home.

Confidentiality and Disclosures

All staff are made familiar with the school's Confidentiality and Child Protection policies.

As a general rule a child's confidentiality is maintained by the teacher. If the teacher believes that the child is at risk, s/he talks to the named CPLO. The child will be informed that confidentiality is being breached and the reasons why. The child will be supported by the teacher throughout the process.

Answering Difficult Questions

Children may put questions into a box in the classroom for staff to answer. Staff will value all questions and answer them as appropriate in a class situation. If a question is considered inappropriate for discussion in class, teachers should encourage the questioner to talk about the issue with a parent/carer. Teachers will not discuss issues on a one to one basis with a pupil.

Teachers

Where possible the class teacher will deliver the Sex Education programme. If a teacher does not feel able to do this, they may ask a colleague to team teach or ask for support from a health professional.

Dissemination of policy

Discussed at Staff meeting
Discussed with Governors
Discussed with Parents in Partnership

How the policy was formulated:

Consultation with staff and governors
Consultation with parents (PIPs)

Monitoring and Evaluation

The effectiveness of the policy will be gauged through the children developing a tolerance and understanding of relationships. Informal discussions will also be part of the monitoring process. Their knowledge of the science curriculum will be part of the science records. Progress is reported to parents through a series of parents' meetings and a written record is given to parents as part of their annual report.

Review

This policy will be reviewed every two years unless circumstances demand an earlier review.

Related policies: PSHE, Anti-bullying, Confidentiality, Child Protection.