



'BE THE BEST YOU CAN BE!'

SEX & RELATIONSHIP EDUCATION Policy

Lead person responsible:
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Introduction

At Roe Green Junior School we have based our sex education policy on the DfE guidance document Sex and Relationship Education Guidance (Ref: Dfe 0116/2000). In this document, sex education is defined as *“Learning about physical, moral and emotional development. It is about understanding the importance of marriage, family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health”*.

We would like our pupils to know that they are worthy as individuals and we aim to encourage them to develop their understanding of respect, sensitivity and needs – both for themselves and those around them. The policy is a key part of our work to support the UNICEF Rights of the Child, especially Articles 2, 9, 28, and 29.

According to the consultation on Relationship and Sex Education held during February 2019, the Government state that *“Pupils should leave school prepared, in the widest sense, for the next stage of their life to thrive in a modern world”*. They note that, *“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly including online. This presents many positive and exciting opportunities, but also challenges and risks in helping to foster pupil wellbeing and develop character and personal attributes that we believe are fundamental to pupils being happy, successful and productive members of society”*. They go on to say, *“Teaching should start with the central concept of always providing pupils with the knowledge they need on the laws of this country relating to the subject content. Pupils should be able to understand the world in which they are growing up, which means understanding that there are different family units which we should respect in British society, and that the law affords them and their relationships recognition and protections”*.

Sex education is part of the personal, social health and citizenship education in our school. Learning in this area of the curriculum is regarded in the context of matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. The sex education aspect of this learning is used to inform children about sexual issues, and this is introduced when age appropriate in the upper school. We do not use sex education as a means of promoting any form of sexual orientation.

Aims and Objectives

We teach children about:

- The physical development of their bodies as they grow into adults;
- The way humans reproduce;
- Respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
- The importance of family life;
- Moral questions;
- Relationship issues;
- Respect for the views of other people and their differences;

- Sex abuse and what they should do if they are worried about any sexual matter.

Context

All children are entitled to Sex and Relationships Education and should have access to learning through this topic. We teach sex education in the context of the school's aims and values. While sex education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values, which underpins all our work in school. In particular, we teach sex education in the belief that:

- Sex education should be taught in the context of loving partnerships and family life;
- Sex education is part of a wider social, personal, spiritual and moral education process;
- Children should be taught to have respect for their own bodies;
- Children should learn about their responsibilities to others, within relationships, and also learn about the importance of building positive relationships with others, involving trust and respect. These two points are underpinned by our work as a UNICEF Rights Respecting School
- Children need to learn about the importance of self-control
- SRE will be taught largely by the class teacher, through the PSHCE scheme and is age appropriate

In promoting this objective we:

- inform parents about the school's sex education policy and practice;
- answer any questions that parents may have about sex education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;
- inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Sex education is taught specifically in Year 6. Parents are always informed when it is to be taught and are invited in to view the resources e.g. DVD material, that will be used to teach the children. Staff are happy to answer parent questions at this time.

Parents have the right to withdraw their child from all or part of the sex education programme that we teach. If a parent wishes their child to be withdrawn from sex education lessons he/she should arrange for an appointment to meet with the Head Teacher in order to discuss the matter and view the materials that will be used. The school always complies with the wishes of parents in this regard and, in this event, is happy to

provide parents with information on materials to use when approaching the SRE topic with their children.

The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the local health authority, such as the school welfare officer and other health professionals, give us valuable support with our sex education programme.

Confidentiality

Teachers, and any specialist SRE visitors, conduct sex education lessons in a sensitive manner and in confidence. However, where a child makes reference to sexual activity in a way that suggests their own direct or likely involvement, the teacher will always follow Child Protection Procedures. Similarly child protection procedures will be followed if a child indicates that they have been the victim of abuse.

The role of the Head Teacher

It is the responsibility of the Head Teacher to ensure that both staff and parents are informed about our sex education policy, and that the policy is implemented effectively.

It is the Head Teacher's responsibility to ensure that members of staff are given sufficient training so that they can teach age appropriately and handle any difficult issues with sensitivity according to the child's age.

The National Healthy School Standard

We maintain the National Healthy School Standard scheme, which promoted health education. As participants in this scheme we:

- Involve children and parents on all matters of health education policy;
- Train our teachers to teach sex education;
- Listen to the views of the children in our school regarding sex education;
- Look positively at any local initiatives that support us in providing the best sex education teaching programme that we can devise.

The role of the school welfare officer

Our welfare officer plays an important and active role in educating children about their health and body changes. She is on hand to support and advise pupils who need it and to liaise with families as and when needed. She works alongside teachers to deliver the programme.

The role of parents

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation.

Organisation

We carry out the main sex education in our personal, social and health education PSHCE curriculum based on the Local Authority Scheme of Work. We also teach sex education through science and through PE, where we feel that they contribute significantly to a child's knowledge and understanding of his and her own body, and how it is changing and developing.

In PSHCE we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty. For example, we tell the boys that their voices will change during puberty and we explain to the girls about menstruation. We encourage the children to ask for help if they need it.

In science lessons in both key stages, teachers inform children about body changes. We follow the guidance material in the national curriculum for science. We teach about life processes and the main stages of the human life cycle in greater depth. Science is a statutory subject and pupils cannot be withdrawn from it.

Children develop their understanding of Sex and Relationships through a curriculum that builds up knowledge and information in a balanced way that is also emotionally appropriate to their age.

In Year 6 we place particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons. Teachers do their best to answer all questions with sensitivity and care. We teach both boys and girls about how their bodies change during puberty, what menstruation is and how it affects women and also how babies are born. We always teach this with due regard for the emotional development of children.

In keeping with other Brent primary schools we do not teach children about contraception but if a child asks a question about contraception then teachers will respond with short, factual answers in ways they feel comfortable with. If children query whether it is right or wrong to use contraception then they are responded to in a general manner, regarding individual rights.

The importance of respecting the views and beliefs of others, even if they are different to yours, is the important principle that is promoted.

Pupils may be separated for teaching of some aspects of the SRE curriculum e.g. aspects of puberty.

For parents who may be concerned about any particular aspect of this part of the curriculum in Year 6 the school's response would be that we respect that there are many different views and beliefs and we respect everyone's right to choose what is right for them - in line with British values.

The school would always encourage children to speak to their parents.

Staff will have access to regular updating of SRE and both the PSHCE and Science Subject Leaders are available for guidance on related issues / concerns.

APPENDIX A - Below are the elements of PSHCE relevant to SRE through the school

Year 3

- **Autumn** - Body parts, change and hygiene. Healthy eating and exercise
- **Spring** - Identity and self esteem
- **Summer** - Problems in relationships

Year 4

- **Autumn** - Support networks – relationships and families
- **Spring** - Feeling safe
- **Summer** - Growing up and developing changing relationships

Year 5

- **Autumn** - Making and sustaining friendships
- **Spring** - Body parts, change and hygiene. Healthy eating and exercise
- **Summer** - Problems in relationships

Year 6

- **Autumn** - Growing up and developing, changing relationships
- **Spring** - Rights and responsibilities
- **Summer** - Feeling safe