

Bishop's Waltham Junior School

SEX AND RELATIONSHIPS POLICY

Aims and Principles

It is the policy of the Governors that Sex and Relationship Education (SRE) should form part of the Personal, Social, Health education (PSHE) for all children in Bishop's Waltham Junior School (BWJS).

At BWJS sex and relationship education is an element within the wider curriculum for Personal, Social and Health Education and is addressed and taught using Channel 4 Learning 'All About Us: Living and Growing' as well as

The sex and relationship education element of PSHE and Citizenship aims to ensure that all children:-

- Develop confidence in talking, listening and thinking about feelings and relationships
- Are able to name parts of the body and describe how their bodies work
- Are prepared for puberty
- Can protect themselves and ask for help and support.

Throughout the 4 years of education at BWJS, SRE has been planned in conjunction with the PSHE Association & DfE guidance and meets the requirements of the National Curriculum.

1. What is sex and relationship education?

It is the 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 also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity - this would be inappropriate teaching.

It has three main elements:

Attitudes and values

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

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
- developing an appreciation of the consequences of choices made
- managing conflict
- learning how to avoid exploitation and abuse

Knowledge and understanding

- learning and understanding physical development at appropriate stages
- understanding human sexuality, reproduction, sexual health, emotions and relationships

2. Purposes of sex and relationship education

- a. The object of sex and relationship education is to help and support young people through their physical emotional and moral development helping them to make responsible and well informed decisions about their lives.
- b. It is our belief that all children need to know about puberty before they experience the onset of physical changes so that they will know and understand how they will change and develop, and will have confidence in managing the physical and emotional changes when they occur.
- c. Bishop's Waltham Junior School has a discrete time designated within the timetable when the children discuss issues related to Personal, Social and Health Education and Citizenship. The school has a graduated, age appropriate programme on sex and relationships.
- d. As the children move through the school the programme develops to support pupils' ongoing emotional and physical development effectively. Care is taken to match the programme to the physical, emotional and intellectual maturity of the pupils concerned. Teaching methods take account of the developmental differences of children, and recognise the potential for discussion on a one-to-one basis, in small groups and in a whole class setting. The sex education elements are taught by the children's own class teachers who will know their children well and issues which arise can be handled with due sensitivity.
- e. As part of sex and relationship education, pupils are taught about the nature of loving and supportive relationships and their importance for family life and bringing up children. Pupils should learn the significance of stable relationships as key building blocks of community and society. Care needs to be taken to ensure there is no stigmatisation of children based on their home circumstances and that sexual relationships are set within the context of a lasting, loving adult relationship.
- f. Our programme enables young people to learn to respect themselves and others and move with confidence from childhood through adolescence into

adulthood. It helps them develop confidence in talking, listening and thinking about sex and relationships. In this way the pupils are prepared for the opportunities, responsibilities and experiences of adult life.

3. Teaching Content and Video Resources Used

Legal requirements

All schools must teach the following as part of the National Curriculum Science and parents do not have the right to withdraw their child/children. This occurs in Year 5 Science lessons where children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

Resources used at BWJS to support and teach SRE

Year 3/4 Channel 4	<u>Ourselves</u> Living and Growing	Unit 1 <ul style="list-style-type: none">• Differences• How did I get here• Growing up
Year 5 Channel 4	<u>Healthy Living</u> Living and Growing	Unit 2 <ul style="list-style-type: none">• Changes• Girl Talk• Boy Talk
Year 6 Channel 4	<u>You, Me and Us</u> Living and Growing	Unit 3 <ul style="list-style-type: none">• How Babies Are Made• How Babies Are Born

4. Use of materials with children

The follow up work consists of discussion and worksheets linked to the content of the videos, appropriate to the level of the maturity of the majority of children. The teacher facilitates this by:-

- establishing 'ground rules' with their pupils
- using 'distancing' techniques
- knowing how to deal with unexpected questions or comments from pupils
- using discussion and project learning methods and appropriate materials
- encouraging reflection.

In order to help teachers create a 'safe environment' in which no class member feels embarrassed or anxious about unintended or unexpected questions or comments, ground rules will be developed with each class or year group e.g.:

- no one (teacher or pupils) will have to answer a personal question
- no one will be forced to take part in a discussion

- only the correct names for body parts will be used
- meanings of words will be explained in a sensible and factual way

5. Inclusion

We recognise our responsibility to provide a broad and balanced curriculum for all pupils. Teachers aim to give every pupil the opportunity to experience success in learning, and to achieve as high a standard as possible by:

- Setting suitable learning challenges
- Responding to children's diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of children.

Under the Education Act 1993 parents have the right to withdraw their child from any or all parts of the Sex and Relationship Education, other than those elements which are required by the National Curriculum Science order.

6. Use of Visitors

“Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator’s and teacher’s responsibility to plan the curriculum and lessons.” Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11

- For some of the lessons, visitors may be invited in to discuss and reinforce prior teaching areas of the PSHE and SRE education. These may include PCSO, fire brigade and the school nurse.
- Teachers are required to remain in the classroom when visitors are contributing to the programme.

7. Discussion guidelines

- Any issues raised in the school videos will be discussed in ‘open’ forum as the material will have been seen by parents and children. Discussion will be at a level appropriate to the level of maturity of the majority of the children.
- If a child asks an explicit or difficult question in the classroom, teachers must use their discretion and skill to deal with the situation. They may choose to either speak to this child individually or refer the child to their parents for advice. They are not expected to answer these questions directly.

8. Child Protection

Children may wish to confide information in the teacher. However, confidentiality should not be promised and if there is specific cause for concern about a child’s welfare due to the nature of their questioning, or statements made, the child should be informed that the information they have given must be shared with other agencies. For more information, please see the child protection policy.

9. Liaison and discussion with parents

Parents are invited to attend an evening where the policy is discussed and teaching materials viewed.

- The detailed content of what will be taught is available to parents through the viewing of the video and resource materials.

- There is also an opportunity to offer parents support in talking to their children about sex or relationships and how to link this with what is taught in school.

- Parents have the right to withdraw their children from all or part of any sex education provided (but not from teaching the biological aspects of human growth and reproduction necessary under National Curriculum Science).

10. Role of the subject manager/team leader

Mrs R.Mars is the designated teacher with responsibility for coordinating sex and relationship education alongside the Head Teacher.

The subject manager is responsible for:

- Ensuring there are relevant, useful resources
- Providing guidance on the Sex and Relationship Education curriculum for staff and parents
- Keeping up to date with new developments and initiatives and disseminating information amongst staff.

11. Monitoring, Evaluation and Review

The Sex and Relationship Education manager with the Headteacher and staff, will monitor the effectiveness of this policy and programme of work. It will be reviewed and updated in accordance with the School Improvement Plan. The school will assess the effectiveness of the aims, content and methods in promoting students' learning by 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.

Policy Reviewed and updated November 2016
(R Mars)