

Jubilee Primary School

Sex and Relationships Education Policy

1 Introduction

Jubilee Primary is a two form entry school with a Specialist Centre that provides expert provision for children with hearing impairment. It has 417 children on roll from Nursery to Year 6. We aim to make school an experience that is stimulating and challenging for our children. We expect high standards and strive to achieve the development of each child's potential. We provide equality of learning opportunities for all children in school regardless of gender, race, age or disability.

This policy has been developed through a variety of consultation methods involving staff, governors, parents/ carers and health advisers such as 'Healthy Links' and the 'Christopher Winter Project'. All views were taken into account when developing this policy and the Sex and Relationships Education (SRE) programme.

2 Rationale

Sex and Relationships Education (SRE) explores the physical, emotional and spiritual development of a child into adult life. We want our children to have the factual knowledge to understand these changes that they will experience and to be able to deal with these changes with confidence, maturity and responsibility. It is important that SRE is not taught in isolation and supports pupils' development of interpersonal skills with a foundation of respect for themselves and others. They will be taught key skills and confidence to manage their lives as they encounter different relationships and move through puberty towards adulthood.

Sex and Relationships Education at Jubilee Primary School is an important element of our Personal, Social, Health Education and Citizenship curriculum.

Other related policies and documents include the PSHE & Citizenship policy, Anti-Bullying Policy, Drug Education Policy and the Child Protection Policy.

3 Legal Obligations

Primary Schools in England and Wales have a legal responsibility to provide *sex and relationship education programme tailored to the age and the emotional maturity of the children* (Department for Education and Skills guidance on SRE).

Schools have the responsibility to keep their SRE Policy up to date and it must be available to parents. Parents have the right to withdraw their child from the SRE lessons which fall outside those aspects covered as part of the National Curriculum for Science.

4 Moral Framework and Values

We encourage pupils to acknowledge the following values:

- Respect for self;
- Respect for others;
- Responsibility for their own actions;
- Responsibility for their family, friends, schools and wider community.

As part of SRE, children will be taught about marriage but at the same time we recognize that there are other kinds of family units that are equally important. Our emphasis will be on teaching the importance of stable, caring and loving relationships.

5 Aims

SRE at Jubilee Primary School aims to provide pupils with a foundation on which they will be able to develop caring, supportive and fulfilling relationships with the knowledge and understanding they need to lead confident, healthy and independent lives.

We aim to deliver SRE with integrity and sensitivity and encourage pupils to build their self esteem so that are able to confidently contribute to the SRE curriculum.

The overall aims of our SRE programme are:

- To learn the value of family life and the importance of stable loving relationships.
- To provide opportunities for pupils to develop respect for themselves and care for others.
- To provide pupils with a planned programme of SRE about physical development, relationships, sexuality and reproduction at appropriate stages.
- To explore a range of attitudes towards SRE issues and to help pupils reach their own informed views.
- To develop skills relevant to effective management of relationships and sexual situations and to be able to protect themselves from exploitation and abuse.

6 Equal Opportunities and Inclusion

Jubilee Primary is committed to providing a curriculum that is underpinned with equal opportunities to educate the 'whole' child regardless of their ability, ethnicity, gender and social circumstances. We endeavor to ensure that all information disseminated through SRE is accessible to all children.

7 Content and delivery of the SRE Programme

A whole school approach is adopted to SRE and we actively encourage involvement from the whole school community. All groups who make up the school community have responsibilities of SRE and all members of staff play an important pastoral role by offering support to pupils.

The class teacher teaches SRE and will sometimes be supported by the school nurse or another health professional such as The Christopher Winter Project.

Members of staff who feels they cannot deliver an aspect of the SRE curriculum must seek guidance from the school leadership team.

How is SRE taught?

Before beginning SRE teachers establish 'ground rules' with their class to ensure a safe and comfortable teaching environment. In order to best engage pupils the curriculum has been carefully considered to meet pupils' needs and enable them to develop confidence in talking, listening and thinking about issues surrounding the subject.

We use active and participatory teaching methods allowing for both small and large group discussion and time for the pupils to reflect on what they have learnt. The majority of the SRE curriculum is delivered to classes in mixed settings. On occasion single sex settings will be used to discuss more sensitive issues, for example menstruation for girls and wet dreams for boys.

In Year 5 and Year 6 a 'question box' is used to enable pupils to ask confidential questions on pieces of paper. The teacher at the end of the programme, drawing on pupils' learning throughout, answers these. Teachers will need to consider the age and maturity of the pupils when answering questions and consider how they relate to the intended learning for that class. There are a number of options on how to respond to a question:

- Answer to the whole class if it is age appropriate and relates to the learning intentions for that class
- Answer to an individual child following the lesson
- Refer the question to be answered at home

Teachers will need to ensure that children are aware that while most issues can be kept confidential their teacher may need to pass on some information if they consider the child to be at risk.

Teachers need to be mindful that if discussions raise issues of concern for a particular child they should follow the school's child protection procedures.

What is taught and when?

Sex and Relationship Education is taught as part of our curriculum for Personal, Social, Health Education and Citizenship. A detailed scheme of work for SRE has been developed and is delivered as part of a wider PSHCE programme. Detailed planning guidance is included within the scheme of work for PSHCE and SRE. Each lesson plans outlines appropriate and teaching and learning activities to support specific learning outcomes and provides clear guidance to teachers about content and teaching methods. The scheme of work encourages teaching and learning tasks that promote discussion, reflection and application of new knowledge, skills and attitudes towards SRE.

- Skills

As part of the curriculum for SRE, pupils will be taught key skills and confidence to manage their lives as they encounter different relationships and move through puberty towards adulthood.

- Knowledge

As part of the curriculum for SRE, pupils will learn about the physical and emotional changes that take place as they grow. They will learn the main stages of the human cycle and understand the variety of ways that parents and carers meet the needs of babies and children.

- Attitudes and Values

As part of the curriculum for SRE, pupils will be taught about relationships within the context of having healthy, caring, loving relationships. Pupils will be encouraged to explore feelings and to develop relationships by respecting and caring for themselves and others.

There are specific topics in Years 2, 4, 5 and 6 but all classes will cover elements in PSHE such as feelings, cooperation, friendships and relating well to other people; other areas such as life cycles and body parts are covered within the science curriculum.

Learning outcomes for SRE and PSHCE are planned within three themes:

- Me
- Me and My Relationships
- My place in the world

A detailed overview for each year group, from the Foundation Stage to Year 6, has been developed to support the progression of our pupils' skills, knowledge, attitudes and values towards SRE. (Please see appendix 1)

8 Confidentiality and Child Protection

We aim to respect and support a child's trust, however if a member of staff contributing to SRE is concerned for the safety and welfare of a child, then they should follow the School's Child Protection Procedures.

9 Sensitive Issues

SRE is a whole school concern and there should be a consensus and continuity to its delivery. Staff are aware that views around SRE related issues are varied. All those contributing to the delivery of SRE must be careful to ensure that their own personal beliefs and attitudes do not influence the teaching of SRE. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

10 Dealing with questions

Both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual

teachers must use their skill and discretion in this area and refer to the Child Protection Coordinator if they are concerned.

11 Parental involvement

Parents and carers have the right to withdraw their child from Sex Education lessons if they wish, apart from lessons covered in the science curriculum. A letter will be sent home informing them of designated Sex Education lessons will take place and they are invited to view the materials prior to the lessons. If they wish to withdraw their child from these lessons, they are asked to notify the Headteacher in writing.

We strive to work in partnership with parents and cares and aim to keep them informed and continually encourage consultation. We believe that the best SRE can be achieved when school and home work together.