



Sex & Relationship (SRE) Policy

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Ratification by Governors				
Committee:	<i>Full Governing Body</i>	<i>Standards</i>	<i>Welfare, Inclusion & Pupil Support</i>	<i>Resources</i>
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Ratified by:				
Signature:				

Sex and Relationship Education Policy

Rationale

Sex and Relationship education is a crucial part of equipping children for their lives now and in the future.

Sex and relationship education should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and of society and preparing pupils for the opportunities, responsibilities and experiences of adult life.

What is sex and relationship education?

Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about understanding the importance of stable, loving and caring relationships. It educates children about responsible parenthood and adolescence in such a way that it encourages all pupils to have due regard to the value of a stable family and secure home environment. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.

Light Oaks Junior School wants to helping young people to examine their own and others attitudes and to make informed decisions about their lives. We believe that the better informed and more knowledgeable young people are, the more responsibility they will take for their own behaviour as they mature into adults.

As a school we feel that we must help young people come to terms with the issues of growing up, by giving them the facts, in a relaxed, secure environment where they can confidently ask questions and be assured of relevant, clear answers.

Aims and objectives:

The aim of sex and relationship education is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour.

Objectives of sex and relationship education:

- To provide age appropriate knowledge and information to which all pupils are entitled
- To clarify existing knowledge and address any misconceptions they may have about growing up
- To help pupils understand the human reproductive cycle
- To be prepared for puberty and adulthood
- To respect and care for their bodies
- To develop skills for a healthier safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To raise pupils' self-esteem and confidence, especially in their relationships with others

- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities
- To provide the confidence to be participating members of society and to value themselves and others

Inclusion

Every child at Light Oaks Junior School is entitled to receive sex and relationship education regardless of ethnicity, gender, religion, age, culture, disability, sexuality, special educational needs, disadvantage and regardless of their family circumstances. We appreciate that in particular situations the class teacher may need to differentiate their teaching method to suit the needs of every pupil. We also appreciate that some teaching methods may be viewed as culturally inappropriate and therefore consultations with pupils and their families will endeavour to develop an appropriate and acceptable programme of work.

Outline:

<p>Year 3:</p> <ul style="list-style-type: none"> • Life Cycles: Me , Myself & I • Life Cycles: Reproduction and life cycles • My Body: Naming major organs of the body • Relationships: Families of different kinds • Relationships: Friends • Relationships: Getting on with your family • Gender and stereotypes: similar & different; toys • Keeping safe: People who can help me • Keeping safe: Good and bad touches 	<p>Year 4:</p> <ul style="list-style-type: none"> • Life Cycles: My body – sexual body parts • Life Cycles: Growing up • Body changes- male and female • My Body: Hygiene & keeping clean • Keeping safe: personal space • Keeping safe: Identifying Risk • Keeping safe: People who can help me • Relationships: what makes a good friend? • Gender & stereotypes: Jobs we do • Gender & stereotypes: mothers and fathers
<p>Year 5:</p> <ul style="list-style-type: none"> • Responsibility and parenting • My body: Puberty • Life Cycles: how a baby is made • Life Cycles: birth • A new baby- the impact on the family • Health during pregnancy • Keeping Safe: Assertiveness: saying no • Keeping safe: People who can help me • Relationships: peer pressure • Relationships: trust • Gender Stereotypes: disability • Stereotypes: national identity 	<p>Year 6:</p> <ul style="list-style-type: none"> • My body: wet dreams • Real Love Rocks: personal safety, grooming, relationships, abuse • Relationships and pressure • Female genital mutilation • Feelings: How easy is it to talk about... • Feelings: Talking to people about how we feel

Who is responsible for providing Sex and Relationship Education?

The SRE Lead teacher and class teacher, with reference to the school's Sex and Relationship framework, will deliver most of the children's education. Other visitors, such as the school nurse, Coram

Life Education Services, NSPCC may deliver workshops to children where appropriate. However, we believe that this subject should be delivered in as factual a way as other lessons of the curriculum.

Parents also play a vital role in educating their children. School supports any parent seeking advice on how to approach issues with their child as well as inviting them in to view any of the materials and resources used.

Confidentiality

A teacher or member of staff cannot offer total confidentiality to a pupil. If this person believes that a child is at risk or in danger, she/he will refer to the Child Protection Policy and will confer with the head teacher before any decision is made. The child will be informed of any action taken.

Answering Difficult Questions

As a school, we believe that an open forum, where questions are concerned, is the best approach, as it encourages confidence and security. Pupils are encouraged to ask any question both in a class situation or privately. However, sometimes an individual child may ask an explicit or difficult question. Questions do not have to be answered directly, and can be addressed later. Teachers will use their skill and discretion in these situations and refer to the head teacher or SRE Lead if they are concerned or need advice.

Parental Involvement

Parents will be informed of, invited to comment on, and be involved in the school's sex and relationship education programme of work and policy.

Right of Withdrawal

Section 241 of the Education Act 1993 gives parents the right to withdraw their children from all or part of the sex and relationship education provided at school except for those parts included in the statutory National Curriculum. These statutory requirements can be found within the National Curriculum for Science.

If a parent wishes to withdraw their child they should seek to inform the head teacher of their decision by letter and alternative arrangements will be made.