



Sex and Relationship Education Policy

Governors' Committee Responsible:	Children & Learning Committee
Nominated Lead Member of Staff:	Headteacher / PSHE Coordinator
Status & Review Cycle:	Statutory (Every 3 years)
Next Review Date:	Summer 2021

Introduction

Shottermill Junior School is situated in Haslemere in the South West corner of Surrey, bordering the counties of West Sussex and Hampshire. The pupils come from a mixed catchment area and a range of needs are catered for as part of the SEND provision at Shottermill. At the time of writing this policy there were Christian, Humanist, Jehovah's Witnesses and Muslim children within the school.

Shottermill Junior School takes its responsibility to provide relevant, effective and responsible sex and relationship education (SRE) to all of its pupils, as part of the school's personal, social, health and economic education (PSHE) curriculum, very seriously. The school wants parents and pupils to feel assured that sex education will be delivered at a level appropriate to both the age and development of pupils, and for them to feel safe to voice opinions and concerns relating to the sex education provision. This policy is drafted by the PSHE and RE coordinator, in consultation with the Headteacher. The policy is reviewed and approved by the Governing Body and will be made available on the school website. (Hard copies can be requested by parents or guardians from the School Office). The Policy will be shared with all members of staff working within the school.

1. Policy Aims

SRE is lifelong learning about physical, moral and emotional development. It is about teaching sex, sexuality and sexual health in a way that is fully understood and effectively retained by pupils in our care. It is also about teaching what it is to be in a caring, stable and mutually supportive relationship with another person, and how to control and understand feelings that come with being in a relationship. SRE will outline the importance of marriage for family life and the raising of children, as well as highlighting the role of marriage and other stable relationships as building blocks for community and society. Some aspects are taught in science and others are taught as part of personal, social, health and economic education (PSHE).

This SRE Policy has been written in accordance with: **Sex and Relationship Education Guidance July 2000 (DfEE 0116/2000)**, which states that all maintained schools must have a Sex and Relationship Policy within their school and that the teaching of SRE should link to the provision and scheme of work for teaching Personal, Social, Health and Economic Education at the school. It also links to **The Equality Act 2010** and as a school the following equalities objectives have been published to show how we are committed to ensuring a fully inclusive working and learning environment for all. We will:

- **Provide all children with appropriate access to learning experiences at our school and not disadvantage any child from taking part on the grounds of their gender, ethnicity, background or culture, Special Educational Need or Disability, or any other discriminatory factor.**
- **Teach pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them.**

- **Provide a secure and supportive environment that empowers people to challenge discrimination, should they encounter it.**
- **Ensure that any person visiting or working within our school environment does not suffer discrimination.**
- **Ensure prospective employees are treated fairly and do not suffer any form of discrimination, in line with fair recruitment purposes.**
- **Promote and celebrate the diversity of children and adults who visit or work within our school and promote equality through our actions and communications.**
- **Provide systems of monitoring to facilitate continuous improvement, learning and sharing of existing good practice, as overseen by the Governing Body and Local Authority.**
- **Work with all stakeholders or other local schools to develop cohesive communities, with shared values that encompass equal opportunities.**
- **Work towards the elimination of discrimination and harassment through upholding our Core Values of: *Respect, Trust, Love of Learning, Communication, Creativity and Excellence.***
- **Try to raise pupils' self-esteem and confidence, encouraging them to develop communication and assertiveness skills that can help them stay true to their values, if challenged by others; their peers or what they see in the media.**

The school would like to emphasise that by providing comprehensive SRE, we are not encouraging pupils to become sexually active at a young age. The aim of this policy is to ensure that the right provision is in place so that pupils may have all the background knowledge that they need, to make informed decisions and responsible choices as they grow up. Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age. We want our pupils to lead a healthy and safe lifestyle, teach them to care for and respect their bodies and provide them with all the right tools that will enable them to seek information or support, should they need it, both during their school years and after.

Moral and Values Framework

Sex and relationship education will reflect the values of the PSHE, SMSC and Citizenship programme, as well as our Core Values of **Respect, Trust, Love of Learning, Communication, Creativity and Excellence**. SRE will be taught in the context of relationships. In addition, SRE will promote self-esteem and emotional health and wellbeing and help children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

Equal opportunities

SRE lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to sexual behaviour, sexual harassment or perceived sexual orientation will be dealt with swiftly and seriously. This is the case for bullying of any kind and the procedures regarding this are outlined in the **school's behaviour policy** and **safeguarding policy**.

2. Implementation and Curriculum

The aim of SRE 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, preparing them for responsibilities and experiences of adult life. This should take place with consideration of the qualities of relationships within families.

The objectives of Sex and Relationship Education are:

- To provide the knowledge and information to which all pupils are entitled,
- To clarify/reinforce existing knowledge,
- To raise pupils' self-esteem and confidence, especially in their relationships with others,
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives,
- 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,
- To help gain access to information and support,
- 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 respect and care for their bodies,
- To be prepared for puberty and adulthood.

It is an essential vehicle in supporting the school's statutory duty to:

- Safeguard and promote the welfare of all children
- Advance the 2010 Equality Act
- Encourage the spiritual, moral, social and cultural development of pupils,
- Foster British values, and
- Prepare children and young people for the challenge, opportunities and responsibilities of adult life, along with the coverage of the National Curriculum for Science.

The aim, therefore, is to prepare pupils to cope with the physical and emotional challenges of growing up, and to give them an elementary understanding of human reproduction. Pupils' questions will be answered sensitively, and due consideration will be given to any religious or cultural factors and to parents' wishes.

Legal requirements

Except for Academies, all maintained schools must teach the following as part of the National Curriculum for Science in Years 5 and 6, which parents do not have the right to withdraw their child/children from:

Year 5 programme of study

Living things and their habitats

Statutory requirements

Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.

Notes and guidance (non-statutory)

Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment. They should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

Pupils might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.

Science – key stages 1 and 2

Notes and guidance (non-statutory)

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Teaching

Children in Year 5 and Year 6 will take part in the SRE programme. SRE lessons will be coordinated by the PSHE coordinator, but will be delivered by the Class Teachers that have the overall responsibility for the class of children. The sex education programme will provide information, which is relevant and appropriate to the age and maturity of the pupils. Teaching methods will include whole class discussion, looking at information books, leaflets and watching the SRE videos.

The children will largely be taught in mixed gender classes so there is clarity of information shared and to prevent misconceptions from occurring. However, Class Teachers may address issues or key concepts in groups if they feel it is appropriate to do so. Female and Male staff will share equal responsibilities for delivering the SRE programme to classes of children.

We also hope that pupils will feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to sex education or otherwise. Conversations of this nature between staff and pupils will be held in confidence; however, staff may take concerns to the SLT, if there is a child protection concern or they feel ill-equipped to deal with the issue at hand.

Content of the Sex and Relationship Education Programme

Teaching of the biological aspects of human reproduction, contained within the science curriculum, will usually be taught alongside the remaining agreed programme.

Content of the Sex Education Programme:

- Stages of human development, baby → adult
- Coping with physical changes at puberty
- Menstruation
- Wet dreams
- Masturbation
- Intercourse, pregnancy, gestation, birth, personal hygiene
- Needs of human babies
- Name external parts of the body
- Inside the body - functions of different parts
- Showing affection

Parents and guardians should be aware that sometimes children's questions may deviate from the agreed list above and Class Teachers will do their best to answer these sensitively but remain within the agreed parameters of the agreed SRE at Shottermill. Class Teachers may ask that a child discusses a particular question with their parent at home, if it is not appropriate to discuss as a whole group.

Content of wider PSHE Programme

- Right to say "No"
- Friendships and peer group pressure
- Family patterns and responsibilities
- Gender roles
- Similarities and differences in people
- Alcohol and drugs
- Keeping healthy
- Feelings
- Loss and mourning
- Varied lifestyles
- Keeping safe
- Appropriate and inappropriate touching (such as through the NSPCC assemblies and 'PANTS' talk)

Resources used in the Sex and Relationship Education Programme

The content of the sex education programme has been drawn from the Surrey Education Services Guidelines for Schools. Currently, the school uses the following short videos:

- Boy Talk
- Girl Talk
- Changes
- How babies are made

- How babies are born

Other worksheets and PowerPoint information is used to support this teaching, such as identifying key body parts or looking at scientific diagrams. All resources are made available to parents at the information sharing session held before lessons taught in both Year 5 and Year 6.

A Child's Entitlement

Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children. It is our intention all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision if required.

3. Roles and responsibilities

It is important that all school staff feel comfortable to take PSHE classes and answer questions from pupils. If the teacher does not feel confident leading SRE discussions, then that is likely to be reflected by the pupils, and their learning will be compromised. The school provides regular professional development training in how to deliver sex education; this includes sessions on confidentiality, setting ground rules, handling controversial issues, responding to awkward questions and an introduction to the rationale of why teaching SRE is so important, but it is generally a responsibility for all staff members and the school expects staff to voice opinions and share expertise in this area.

Governors, senior leaders and PSHE coordinator will:

- Develop this school policy and review it on a yearly basis. This policy is developed in consultation with school parents, pupils and staff to ensure that it meets the needs of the whole school community.
- Ensure that all staff are given regular and ongoing training on issues relating to SRE and how to deliver lessons on such issues.
- Ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to sex education.
- Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of sex education to pupils. This may be because they do not feel that their training has been adequate or that aspects of the curriculum are in conflict with their religious beliefs.
- Ensure that sex education is age-relevant and appropriate across all year groups; this means ensuring that the curriculum develops as our pupils do and meets their needs.
- Ensure that the knowledge and information regarding SRE to which all pupils are entitled is provided in a comprehensive way.
- Support parental involvement in the development of the SRE curriculum.
- Ensure that their personal beliefs and attitudes will not prevent them from providing a balanced SRE in school.
- Communicate freely with staff, parents and the governing body to ensure that everyone is in understanding of the school policy and curriculum for sex education, and that any concerns or opinions regarding the provision at the school are listened to, considered and acted on as appropriate. We want the provision of sex education at home to be complementary to the provision the school provides, and this should be clearly communicated to parents and additional support given where necessary or requested.
- The SRE Policy will be adapted, in light of any identified areas for development or changes that the school feels should be made.

All staff will:

- Undertake training as required and lessons will be monitored and evaluated by the subject leader and Senior Leadership Team.
- Take it upon themselves to ensure that they are up to date with school policy and curriculum requirements regarding sex education. Any areas that they feel are not covered or inadequately provided for should be reported back to the SLT.
- Encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a pupil comes to a member of staff with an issue that that member of staff feels they are not able to deal with alone, they should take this concern to the SLT.

Upper KS2 Teachers will:

- Deliver sex education following the agreed programme and as part of the scheme of work for PSHE in school.
- Attend and engage in professional development training around sex education provision.
- Provide regular feedback to the SLT on their experience of teaching SRE and pupil response.
- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced SRE in school.

- Tailor their lessons to suit all pupils in their class, across the whole range of abilities, including those pupils with special educational needs. If teachers need support in this area they should speak to the SENCo.
- Teach the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.
- Differentiate lessons to ensure that all members of the class can access the information fully, using a variety of different strategies to ensure that all pupils have access to the same information in SRE.
- Impart the information to any child who misses SRE lessons, through illness.

Pupils

Pupils are expected to attend sex education classes that are in their school timetable and take them seriously. Although they are not assessed through examination, these classes are still a very important part of the curriculum and a tool to aid personal development and the school expects pupils to recognise this.

Pupils should support one another with issues that arise through SRE. Listening in class, being considerate of other people's feelings and beliefs, and complying with confidentiality rules that are set in class are key to effective provision. Pupils who regularly fail to follow these standards of behaviour will be dealt with under the **school behaviour policy**. If pupils display behaviours which may cause concern, it may be necessary to following the school's **safeguarding policy** to deal with these.

Guest speakers

We may invite guest speakers into school to talk on issues related to sex and relationships. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge pupil's perceptions. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy and expected to comply with the guidelines outlined within it.

Involvement of Parents and Guardians

As a school, we recognise that parents are key figures in helping their children to cope with the emotional and physical aspects of growing up and in preparing them for the challenges and responsibilities which sexual maturity brings. The teaching offered by the school is intended to be complementary and supportive to the role of parents and will have due regard to parents' views about its content and presentation.

The right of withdrawal from SRE

SRE is a vital part of the school curriculum and supports child development. Therefore, we strongly urge parents to carefully consider their decision, before withdrawing their child from this aspect of school life. A letter will be sent to the parents and guardians of children in Year 5 and Year 6, before SRE lessons take place. Parents and guardians are invited to watch the SRE videos used in lessons before they are shown to the children. The programme will not be delivered unless this has been offered. We also offer the loan of a memory stick containing the videos, so that parents and guardians unable to visit the school, can watch these prior to lessons beginning. Parents and guardians have the right to withdraw their children from any, or all, parts of the school's programme of sex education, other than those elements which are stated in the National Curriculum Science programme of study.

The parental right of withdrawal may be exercised by either parent or by a person who has responsibility or care of the child. Parents and guardians do not have to give reasons for their decision, nor do they have to indicate what other arrangements they intend to make for providing sex education for their children. We request that parents and guardians make their request in writing to the Headteacher, so that we can keep a copy of this on record. Once a request that a child be excused has been made, that request will be complied with, until the parent changes or revokes it. Any child withdrawn from sex education lessons will be supervised in another year group with appropriate work.

Complaints

Parents or carers who have complaints or concerns regarding the SRE curriculum should contact the school and follow the school's complaints policy.

4. Monitoring, review and evaluation

The educational and personal needs of our pupils develop in line with varying societal pressures and economic change. Our aim is to provide SRE that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we review the SRE curriculum annually, and will inform parents of any revisions to the school policy or sex education curriculum.

We aim to monitor the effectiveness of our sex education provision through:

- Yearly feedback from pupils

- Yearly feedback from parents
- Feedback from staff
- Classroom observations.

We ask pupils for feedback on the school's sex education provision annually and expect them to take this responsibility seriously. Opinions on provision and comments will be reviewed by the PSHE coordinator and taken into consideration when the curriculum is prepared for the following year's pupils. In this way, the school hopes to provide pupils with the education they need on topics they want to learn about. The school will review this policy annually, evaluating its effectiveness, considering feedback from pupils, staff and parents, as well as what has come to light through classroom observations and information we receive from national reports and curriculum reviews.

5. Support

We hope that pupils will feel safe in the school environment to talk to any member of staff, about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to sex education. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable enough to ask questions and continue their learning both in and outside of the classroom.

Safeguarding and Confidentiality

As a general rule, it is advisable not to promise confidentiality as, for example, in child protection issues, responsibility lies with the teacher to inform the appropriate people, where there is an indication that a pupil is in danger of abuse or is being abused.

Child sexual abuse procedure

Disclosures by children of abuse will be reported to the Headteacher or another Designated Child Protection Officer in line with the school's safeguarding and child protection policy and procedures.

Designated Safeguarding Lead: Mrs. K. Barnes (Headteacher)
Deputy DSLs: Mrs V. Noble(HSLW) and Mrs. J. Hall (SLT / Class Teacher)

Answering difficult questions

An individual child may ask a particularly difficult or explicit question in the classroom. These 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 these situations, seeking further or appropriate advice as necessary.

To assist teachers, a list of issues has been compiled, as guidance to what should be answered, if asked, using only basic facts:

- Homosexuality
- HIV - Aids
- Contraception
- Abortion
- Rape
- Legal issues
- Birth deformities

Any sensitive questions addressed to non-teaching staff (e.g. volunteer reading helpers, lunch time supervisors and LSA's) should not be answered, but be referred to the pupil's teacher, who would be more aware of the child's background and level of maturity to allow a more considered answer to be given. In line with their professional responsibilities and our code of conduct, Class Teachers or any other member of staff will not refer to their personal circumstances or experiences, when answering questions from children with the topic of SRE.

Procedures for the involvement of Health Professionals

Contact with the School Nurse may be made when needed, but in these instances, parents and guardians of children will be informed.

Home School Link Worker

Some parents or guardians may wish to contact our Home School Link Worker to discuss the matters of SRE and how this may affect their child. The HSLW can offer a supportive resource and can help provide information to parents to help them answer questions or be prepared for conversations which may follow SRE lessons. Parents and guardians can arrange to meet or speak with the HSLW: **Vicky Noble** via the School Office.