



UNITE – INSPIRE- EXCEL

Sex and Relationship Education Policy

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**Member of staff responsible
for this policy in consultation
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**Governing Body Committee
responsible for review:**

Children & Learning

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1. **INTRODUCTION**

At Westfields Junior School, we greatly value the contribution that the PSHE curriculum provides for all our learners. We believe that the personal development of our pupils plays a significant role in their ability to lead a happy and healthy life in today and tomorrow's society.

We believe that Sex and Relationship Education (SRE) should be part of the Personal, Social and Health Education of all pupils as recommended by Hampshire Education Committee. Good Sex and Relationships Education helps to equip children with the information, skills and confidence to manage and move through their lives. At Westfields, we aim to give children the opportunity to understand the range of beliefs and values that exist about Sex and Relationships Education.

We perceive our role to be providing Sex and Relationship Education which offers a platform for parents to then discuss the subject further and more personally in the home environment so that they are prepared for the opportunities, responsibilities and experiences of adult life. Teachers are in an ideal position to help children understand growth and development alongside our Science curriculum, as well as help the children feel comfortable discussing feelings related to relationships and changes that they will go through before and during puberty. These changes include that of friendships, family dynamics and personal relationships alongside the physical changes associated with growing up.

2. **AIMS**

At Westfields, through our SRE we aim to:

- Help young people develop positive and healthy relationships appropriate to their age, development etc. (respect for self and others).
- Develop positive values that will guide their decisions, judgements and behaviour.
- Be able to cope with the changes puberty brings (without fear).
- Become part of an environment where questions can be asked and answered about reproduction and relationships.
- Learn the basic facts of life, dispelling any playground myths and tales.
- Develop confidence in talking, listening and thinking about feelings, relationships and changes in their own body.
- Feel prepared with knowledge and understanding about the changes associated with puberty, before the onset of their own physical development.
- Accept that changes occur differently, and at different rates and times.
- Be provided with appropriate vocabulary for all parts of the body, including the reproductive systems.
- Become part of an environment where questions can be asked and answered about reproduction and relationships.
- Understand how to remain safe from harm and know what to do if they feel unsafe or hurt in any way.
- Understand how to promote their own safety, including the danger of going with strangers or with a familiar adult without permission.
- Feel supported in ongoing emotional and physical development during their transition to secondary school.
- Have a safe environment in which to discuss fears and issues around growing up.

3. PRACTICE

Methodology and approach

Sex and Relationship Education will not be taught as a separate subject but will form part of a programme of personal, social and health education which is closely linked with the Science programme of study, 'Life and Living Processes'.

Resources to teach sex and relationship education include fiction, reference books, leaflets and extracts from videos. Channel 4's Living and Growing DVD is watched within the sex education programme with the following chapters taught within the years specified:

In Year 3, Unit 1 'Differences' from Channel 4's Living and Growing DVD. The focus of this unit introduces children to the life cycle and to recognise similarities and differences between themselves.

In Year 4, Unit 1 'Growing up' and 'How did I get here?' from Channel 4's Living and Growing DVD. The focus of these units are to inform children about conception and the growth of a baby in the womb, to show that we grow and change and to look at identity and self-esteem to reinforce the belief that we are all special.

In Year 5, Unit 2 'Changes' from Channel 4's Living and Growing DVD. The children begin to learn about and have some understanding of the physical, emotional and social changes which take place at puberty.

Learning Outcomes

Pupils will have learned about, know, understand and considered:

- To explore the physical changes that take place at puberty, why they happen and how to manage them.
- To consider some of the changes over which we have no control and the choices we can make concerning those over which we do have control.
- Why being different can provoke bullying and know why this is unacceptable.

In Year 6, Unit 3 'Girl talk', 'Boy talk', 'How babies are born?' and 'How babies are made?' from Channel 4's Living and Growing DVD. The children learn aspects of 'Life and Living Processes' are covered including human reproduction.

Learning Outcomes

Pupils will have learned about, know and understand and considered:

- To consider the physical and emotional changes that take place as girls go through puberty.
- To make boys more aware of the changes that occurs as girls become young women.
- To consider the physical and emotional changes that take place as boys go through puberty.
- To make girls more aware of the changes that occurs as boys become young men.
- To explain the life processes common to humans and other animals including growth and reproduction.
- To explore the ideas of relationships, including friendship, parent-child and family relationship and adult relationships.
- To explore and accept a wide range of different family arrangements.

Teachers will be mindful of the background of any children in their class or group who the subject might affect, and be sensitive in their delivery of teaching materials.

4. Organisation

- i. All staff will take responsibility and address issues for their year group/class as and when necessary with support from PSHE Co-ordinator.
- ii. In Year 6, the teaching of human reproduction will be taught by the class teacher in the classroom.
- iii. Boys and girls will watch DVDs and take part in mixed discussion. This will help them to develop an open dialogue, to have a clear understanding of different points of view and foster mutual respect.
- iv. When discussing more sensitive issues children will be given opportunities to ask questions by writing in a question box.
- v. As outlined in the Equality of Opportunity Policy, every pupil is held to be of equal value and therefore the subject of Sex and Relationship Education will be taught so that the equal but different natures of men and women are not compromised. All pupils will participate together in the Science National Curriculum with regard to Sex Education.
- vi. Year 5 and 6 parents will be informed that they have the legal right to withdraw their children from the SRE included in the PSHE Education curriculum (as that is non-statutory), but not from the Sex Education included in the National Curriculum Science.

5. Special Educational Needs

When approaching Sex and Relationship Education, teachers will be aware of the needs of individual children with regard to social, emotional and behavioural problems, in accordance with our Special Needs Policy.

6. Resources

- Carefully chosen literature to address sensitive issues in a non-threatening manner
- Channel 4's Living and Growing DVD
- Posters
- Recommended resources packs - Living and Growing Booklet
- Think Books
- School Nurse can be consulted for advice.

7. Working with Parents

- i. All teachers are available to discuss sensitive issues in a discreet manner.
- ii. Parents will be given the opportunity to preview video programmes and resource material to be used with the children.
- iii. In accordance with the 1993 Education Act, parents have the right to withdraw their child from any or all of the schools Sex and Relationship Education programme other than those elements which are required by the National Curriculum Science Order.
- iv. The school reserves the right to involve parents or outside agencies if issues arise which are deemed to put the child at risk, in line with our Safeguarding and Child Protection policies.