

# STANLEY PARK JUNIOR SCHOOL



## Sex and Relationship Education Policy

### **Mission Statement**

"We believe that every child and adult matters. At Stanley Park Junior School, we work together as staff, parents, carers and governors, in a fun, safe and inclusive environment. We strive to create a rich, varied and challenging curriculum that provides inspirational learning opportunities for all children as they aspire to become successful learners, confident individuals and responsible citizens with a sense of pride in themselves and their school"

**Policy agreed by Staff:**

December 2018

**Policy agreed by Governing Body:**

December 2018

**Policy review:**

December 2019

## **Sex Education – Introduction and Policy.**

Sex and Relationship Education (SRE) in the 21st Century review paper 2017 addresses SRE across the whole primary and secondary range.

This policy sets out how the school meets The Department for Education recommendation that primary schools' sex and relationship education programme is tailored to the age and the physical and emotional maturity of the children.

It details how the school ensures that both boys and girls are taught about puberty and how a baby is born – as set out in Key Stages 2 of the National Science Curriculum. (Note: Within the National Curriculum for Science (2014) there are statutory requirements that pupils should be taught to:

- *'describe the life process of reproduction in some plants and animals.'*
- *'describe the changes as humans develop to old age.'*)

### **Aims**

The overall aim of the policy is to be complementary and supportive to the role of parents, to help to promote the development of an awareness in the pupils of responsibility and an understanding of their own physical growth and emotional development, the importance of respectful and non-exploitative stable relationships, changing friendships and relationships whilst staying safe both on and offline

It will also aim to raise pupils' awareness regarding the importance of love, affection, respect and consideration of others as well as an understanding of the consequences of their own actions. Pupils will be taught in a supportive environment protective of their self-esteem and self-respect so that pupils develop confidence in talking, listening and thinking about feelings and relationships in different contexts (including, when appropriate, developing sexual awareness). The school will aim to combat ignorance and exploitation, reduce anxiety, dispel myths and to promote increased understanding and respect in individuals and for their peers.

The school endeavours to ensure that children:

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

Sex Education will be taught as an integral part of the curriculum through Science and Personal, Social, Cultural & Health Education (PSCHE), E-Safety and Computing and will take place in the secure and familiar environment of the classroom. In order to support the teacher's role, at certain points appropriate use is made of the school nurse and her experience and professionalism, to deliver specific information concerned with

puberty and human reproduction. We aim to combat ignorance and dispel myths as well as anxiety and fear, and to avoid secretiveness and awkwardness.

In Science, topics will be visited in year 5 at a level appropriate to the children's age and maturity. An example of the teaching approach is shown in Appendix 1.

Staff involved in any aspect of sex education have the right to refuse to answer any child's question which is either inappropriate or of a particularly sensitive nature. They must establish a clear set of ground rules with the pupils before questions are asked e.g. no one will be forced to answer a question (teacher or pupil). When answering questions, staff should avoid comment or reference which may promote prejudice in pupils towards other members of society on the grounds of sexuality.

Issues such as contraception, abortion, homosexuality, HIV/AIDS will be dealt with by answering the children's questions as and when they arise in a matter of fact way without elaboration.

Children may be encouraged to seek advice from their parents. If a child confides any details which lead teaching staff to suspect abuse they have a responsibility to alert the designated person under The Child Protection Act and Keeping Children Safe in Education (Sept 2018) See Child Protection Procedure as outlined in the Safeguarding/Child Protection Policy.

The curriculum content and approaches to teaching will be carefully matched to the maturity of pupils. Questions will be dealt with sensitively and with due consideration for any particular religious or cultural factors.

Boys and girls will be given relevant access to Sex Education together but will have time when they work in gender groups.

As required by Section 46 of the 1986 Education Act all teaching will be set within a moral framework and pupils will be helped to appreciate the benefits of stable family life and the responsibility of parenthood.

Parents are offered the opportunity to preview resources used prior to the work being covered in class. They are informed regarding timings of Sex Education programmes so that they will be ready to support the work being covered in school.

#### **Withdrawal of Pupils.**

Parents have the right to withdraw pupils from all or part of sex education outside the National Curriculum. Parents who wish to request this, should do so in writing to the headteacher. Parents who have any concerns about curriculum content, the teaching approach or the teaching materials used should contact the Headteacher.

Where staff have a concern over a pupil's readiness or ability to cope with information from a lesson or video, it may be agreed with a parent to find an alternative activity.

### **Links with other policies**

This policy should be read in conjunction with:

- Science policy
- Inclusion Policy
- Personal, Social, Cultural & Health Education
- E-Safety Policy
- Computing Policy
- Safeguarding and Child Protection policy

### **Responsibilities**

Class teachers are responsible for the delivery of Sex and Relationship Education to their classes. They will be supported by the school nurse in year 5. They are responsible for reporting any suspected abuse to the designated person.

The Science coordinator is responsible for ensuring that the policy is regularly reviewed and updated.

The Headteacher is responsible for ensuring that parents are notified about the policy and the opportunity to view/discuss resources used by staff.

Any changes to this policy should be agreed by the Governing Body and monitoring of this will be via the curriculum committee of the governing body.

### **Resource implications**

The Headteacher and Governing Body should ensure that resources are made available for the implementation of this policy.

The Science co-ordinator should ensure that provision for resources is included in his/her annual spending in Science.

Resources are varied and regularly reviewed, adapted and updated.

## APPENDIX 1

### SEX EDUCATION - TEACHING APPROACH

**'All children,.....need to know about puberty before they experience the onset of physical changes. In the early primary school years, education needs to focus on friendship, bullying and the building of self-esteem.'**

(Sex and Relationship Education Guidance DfEE 2000.)

The school provides opportunities for pupils to:-

- develop confidence in talking, listening and thinking about feelings and relationships;
- to name the parts of the body and describe how their bodies work;
- to protect themselves and ask for help and support;
- to be prepared for puberty.'

(Sex and Relationship Education Guidance DfEE 2000)

Through the programme of study National Curriculum 2014 :-

#### Statutory Requirements

Living things and their habitats - describe the life process of reproduction in some plants and animals.

Animals, including humans - describe the changes as humans develop to old age.

Further guidance -

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

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

The year 5 lessons cover changes in the body related to puberty, such as periods and voice breaking; when these changes are likely to happen and what issues are likely to cause young people anxiety and how to deal with these. Conception and birth is also covered.

Throughout the school, children learn how to deal with friendship issues and relationships, deal with problems of self-esteem, how to keep safe and how to deal with conflicts. These issues are addressed particularly through PSICHE lessons.