



**St John of Jerusalem**  
Church of England Primary School

# **Sex & Relationship Education**

**September 2016 – July 2017**

Note: This policy will be reviewed annually

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<b>Signed off by:</b>	<b>Asarena Simon</b>
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## **Introduction**

Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity (DFEE Document 0116/2000).

It has three main elements:-

### **1. Attitudes and values**

- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas; and
- developing critical thinking as part of decision-making.

### **2. Personal and social skills**

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict; and
- learning how to recognise and avoid exploitation and abuse.

### **3. Knowledge and understanding**

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships; and
- learning about the basics of contraception.

## **Aims of this Policy**

The aim of this policy is to clarify the content and the manner in which sex and relationship education is delivered within the school.

At primary school level, SRE will contribute to the foundation of PSHCE by ensuring that all children:

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

### **Delivery – Reception-Year 4**

Sex and Relationship Education forms an integral part of the PSHCE scheme of work, and will be delivered through this framework. (The school has adopted the Hackney PSHCE scheme of work).

The PSHCE scheme of work will be delivered by class teachers as part of the normal class work and, therefore, incorporated into the curriculum planning for each year group. The particular aspects of the PSHCE scheme of work which relate specifically to Sex and Relationship Education are as follows: -

Reception	Family networks and Feelings
Year 1	Change, Loss and Bereavement; Friendships and Bullying
Year 2	Hygiene; Child Protection; Growing up; Similarities
Year 3	Outdoors; Self Esteem
Year 4	Assertiveness

### **Delivery - Years 5 and 6**

Theme: Physical Health

Unit: Puberty and Reproduction

- To recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their families and others in a positive way.
- About how the body changes as they approach puberty.

### **Learning Outcomes – Year 5**

- To have discussed and understand that menstruation is a normal part of growing up
- To have questions about menstruation answered
- To discuss feelings associated with menstruation
- To read about first hand experiences of menstruation
- To look at and consider different types of sanitary ware
- To have had the opportunity to work in single sex groups where appropriate.

### **Learning Outcomes – Year 6**

- To know how the body changes during/leading up to puberty
- To know the differences and purpose of the reproductive organs
- To know and understand conception
- To know how a baby develops

### **Resources**

The resources to be used in the delivery of Sex and Relationship Education will be as set out in the PSHCE scheme of work.

### **Coordination**

Sex and Relationship Education will be coordinated by the PSHCE coordinator in close cooperation with the headteacher. The policy will be monitored by the PSHCE coordinator in close cooperation with the headteacher.

Class teachers will evaluate the teaching of Sex and Relationship Education as appropriate to their year group and in discussion with the PSHCE coordinator.

This policy will be reviewed one year from its initial implementation and thereafter every 3 years.

### **Working with Parents**

Parents have 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. Parents will be informed in advance of the lessons in question and those wishing to exercise this right will be invited to discuss the issue with the headteacher in order to highlight the possible impact such a withdrawal may have.

[N.B The DCFS will offer school a standard pack of information for parents who withdraw their children from Sex and Relationship Education].

The school will consult with parents before the transition year about the detailed content of what will be taught. If requested parents will be offered support in talking to their children about Sex and Relationship Education and how to link this with what is being taught in school.

### **Specific Issues**

The personal beliefs and attitudes of teachers will not influence the teaching of Sex and Relationship Education within the PSHCE framework. Teachers and others contributing are expected to work within the agreed values framework.

The school will make adequate and sensitive arrangements to help girls cope with menstruation and with requests for sanitary protection.

### **Ground Rules**

- No one (teacher or pupil) will have to answer a personal question.
- No one will be forced to take part in a discussion.
- Only the correct names for body parts will be used.
- Meanings of words will be explained in a sensible and factual way.

N.B. Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not all have to be answered directly and can be answered individually later. Teachers should use their skill and discretion in these situations and refer to the PSHCE coordinator and/or headteacher if concerned.

## **Confidentiality**

Teachers cannot offer or guarantee absolute confidentiality. If a member of staff suspects that a child is a victim of abuse or have reason to believe that (s)he is at risk of abuse, they should follow the procedures for reporting their concerns as set out in the Child Protection Policy.

## **Guidelines**

The school will:-

- ensure that pupils and parents/carers are aware of the confidentiality guidelines;
- reassure pupils that their best interests will be maintained;
- encourage pupils to talk to their parents/carers and give them support to do so;
- ensure pupils know that teachers cannot offer unconditional confidentiality;
- reassure pupils that if confidentiality has to be broken, they will be informed first and then supported as appropriate;
- ensure that, if there is any possibility of abuse, the Child Protection Procedures will be followed;
- ensure pupils are informed of other sources of confidential help, e.g. GP or helpline; and
- ensure ground rules are observed in lessons.

## **Policy Formulation**

This policy has been drawn up on behalf of the governing body and has been developed in consultation with staff, parents and the wider community.