



Four Lanes Community Junior School

Sex and Relationships Education Policy

INTRODUCTION

This policy covers our school's approach to sex and relationships

It was produced by the PSHEEE Co-ordinator, through consultation with the Head Teacher, The Senior Leadership Team, Child Protection Liaison Officer (CPLO), The School Governors, parents and members of our School Council.

It will be reviewed annually.

RATIONALE

All schools must have an up to date SRE policy which is made available for inspection and to parents.

The policy must:

- Define sex and relationship education
- Describe how sex and relationship education is provided and who is responsible for providing it
- Say how sex and relationship education is monitored and evaluated
- Include information about parents' right to withdrawal
- Be reviewed regularly

Sex and Relationship Education Guidance (DfEE 0116/2000)

Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health.

Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age.

AIM

Our school's overarching aims and objectives for our pupils are:

- For our pupils to develop confidence in talking, listening and thinking about feelings and relationships.
- For our pupils to be able to name parts of the body and describe how their bodies work.
- To ensure our pupils are informed how to protect themselves and who to ask for help and support.
- For our pupils to be prepared for puberty.

The Sex and Relationship Education will:

- Provide information which is easy to understand and relevant and appropriate to the age and maturity of the children.
- Include the development of communication and social skills.
- Encourage the exploration and clarification of values and development of positive attitudes.

STATEMENT OF VALUES FOR SEX AND RELATIONSHIPS EDUCATION

Sex and Relationships Education (SRE) will reflect the values of the school and the PSHEE programme. SRE will be taught in the context of relationships. In addition, SRE will promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships based on respect for themselves and for others at home, school, work and in the community.

CHILD PROTECTION AND CONFIDENTIALITY

Vulnerable pupils and children with specific learning needs will have their specific needs addressed by their class teacher and supported by ELSA trained staff.

Matters of an individual nature pertaining to sex and sexuality are referred to the appropriate member of the school team, Headteacher or other identified Designated Safeguarding Lead (DSL).

EQUALITY

Issues of religion, cultural difference and ethnicity will be dealt with sensitively. Specifically an atmosphere of tolerance and acceptance will be encouraged.

Young people may have varying needs regarding SRE depending on their circumstances and background. The school strongly believes that all pupils should have access to SRE that is relevant to their particular needs. To achieve this our school will take into account:

- The needs of boys as well as girls
- Ethnic and cultural diversity
- Varying home backgrounds
- Sexuality
- Special Educational Needs

ROLES AND RESPONSIBILITIES

SRE will predominately be provided by the class teacher. Where gender specific lessons are seen as appropriate, staff teams will work together to provide suitable staff for boys and girls to separately discuss the material.

Staff training will be provided by the PSHEE Coordinator to familiarise the staff with the SRE policy and related policies of confidentiality, child protection, anti-bullying and equality. The training will provide clear lesson plans and resources for each year group to use to deliver the sex and relationships lessons agreed by the governors.

Sensitive issues will be discussed in staff meetings (as appropriate) to provide ways to support staff delivering the SRE curriculum. SRE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The school's approach to SRE will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias.

PARTNERSHIP WITH PUPILS

The school accepts that an effective policy on SRE requires information from pupils both at the development and implementation stages. This will be achieved by:

- Circle time
- Information from class teachers about specific issues

Pupils who seek direct advice may be referred to the DSL and encouraged to discuss the matters with:

- Their parents, guardians or appropriate relative
- School nurse (where appropriate)
- Another teacher

If individuals raise particularly explicit issues, such issues will not be discussed in class and the pupils will be advised to discuss these matters with those listed above at an appropriate time. Checks will be made that this contact has been made.

Some ground rules and distancing techniques could include:

No one (teacher or pupil) should be expected to answer a personal question

No one will be forced to take part in the conversation

Only correct terminology will be used

Meanings of words will be explained in a sensible and factual way

PARTNERSHIP WITH PARENTS

Information on SRE in the school curriculum is contained in the school prospectus.

Parents/carers are informed in writing of the content and timings of SRE sessions and are welcome to preview the content of the sessions. In addition, parents and carers will be advised of good resources to use in further discussions with their children at home.

Parents are encouraged to offer their opinions, comments or suggestions through the child's class teacher, Year Leader or governing body.

Parents have the right to withdraw their child from SRE, apart from the statutory content in the National Curriculum. The procedure for this is that a letter is to be sent to the Head teacher, Mrs Martinez, requesting withdrawal from the SRE session and stating the reason why.

EVALUATION MONITORING AND REVIEW

Pupils will complete an evaluation sheet at the end of the SRE module. Understanding in sex and relationship education will be demonstrated through assessment against learning objectives, which will be built into curriculum planning. A variety of assessment techniques will be used, including discussion, scrutiny of work and pupil self- assessment.

The PSHEE co-ordinator will monitor lessons throughout the school. The PSHEE co-ordinator is responsible for considering issues raised by any of the evaluation procedures and will discuss actions with the Head Teacher and staff.

The SRE policy will be reviewed annually by the Governors.

Policy Written June 2014
Last Review January 2016