



Sex and Relationship Education Policy

Reviewed March 2018

Sex and Relationship Education (SRE) is an integral part of our Spiritual, Moral, Social and Cultural Development (SMSC) programme, an area which is considered important throughout our school.

We believe that sex and relationship education is an ongoing process, which should start in the home and continue at school. This process should happen in partnership with parents. A positive effort has and will continue to be made to inform and involve parents.

“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.” Sex and Relationship Education Guidance (DfEE 0116/2000)

The school’s programme of sex and relationship education will be embedded within SMSC and will help children respect both themselves and others. The programme is tailored to the age and the physical and emotional maturity of the children and is delivered by the school staff together with expertise from externally invited professionals.

Definition

Sex and Relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, family life, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.

Rationale

At Balfour Junior Academy we believe that we should give pupils the knowledge, skills and understanding they need to lead confident, healthy and independent lives as a result of which helping them to become well informed, active and responsible citizens. Sex and Relationship Education is an integral part of SMSC. It is an intrinsic part of the physical, intellectual and emotional growth of an individual.

Aims

- To provide a secure, sensitive and caring framework where learning and discussion can take place
- To provide information that is easy to understand, relevant and appropriate for the needs, age and maturity of the pupils.
- Encourage the use of correct vocabulary.
- To foster self worth and awareness, together with a sense of moral responsibility.
- To help the children acquire and practise important life skills such as critical thinking, decision making, communication and assertiveness.
- To ensure that sex education is available to all children regardless of gender, ability and cultural or religious background, in line with the school’s policy on equal opportunities.

- 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 more healthy and safe lifestyle.
- To develop and use communication skills and assertiveness 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.

Provision

Sex and Relationship teaching will be delivered via two areas of the curriculum.

1. Through National Curriculum Science programmes of study where children will learn about the physical aspects of growth, change and reproduction.
2. Through the school's PSHE and SEAL curriculum where children learn about the emotional aspects of growing up and forming relationships.

Using staff from outside the school

Resources and expertise from appropriate outside agencies may be utilised alongside teaching staff in order to deliver SRE. If this is the case:

- All visitors will be familiar with and will understand the school's SRE policy and will work within this;
- All input to SRE lessons will be part of a planned programme and will be negotiated / agreed with staff in advance;
- All visitors will work alongside school staff;
- The input of visitors will be regularly monitored and evaluated in order to inform future planning.

Lesson delivery

In delivering SRE, the following guidelines will apply:

- Discussion will be encouraged at all times;
- Ground rules for discussion excluding personal questioning of staff or pupils will be established;
- Staff shall attempt to deal with questions in a sensitive, open, frank and matter of fact way;

- Difficult or explicit questions do not have to be answered directly. Teachers will use their own discretion in these situations;
- Most groups for teaching will be mixed gender but if felt more appropriate, single sex groups may be formed.

Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

Child Protection / Confidentiality

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the Head Teacher /Designated Child Protection person in line with the LEA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

Parental consultation

The school includes information on sex and relationship education to parents and full details are available on request. The school informs parents when the sex and relationship programme is being taught and provides opportunities for parents to view the videos and resources being used fourteen days in advance. Parents have the right to withdraw their child from those aspects of sex and relationship education, not included in the National Curriculum Science Orders and in this case, alternative work would be set. However, this rarely happens. By working in partnership with parents, they recognise the importance of this.

Parents have the right to withdraw their children from all or part of any sex education provided, but not from the biological aspects of human growth and reproduction provided as part of the Science curriculum.

Assessment, reporting and recording

The only areas of the SRE curriculum to be assessed will be the areas relating to the Science Curriculum.

Equal opportunities

All pupils will have the opportunity to participate in SRE. However, parents have the right to withdraw their child from some or all of this particular aspect of the curriculum after discussion with the head teacher and after having informed the school in writing.

Child protection

The school has a child protection policy. Effective SRE may bring about disclosures of child protection issues and all staff are aware of agreed procedures should this be the case.

Staff support and development

It is appreciated that some staff may feel less comfortable with this area of the curriculum. All staff will be provided with appropriate training and support. If preferred, alternative staff or visiting professionals may be asked to deliver the curriculum.

Monitoring and evaluation

The person responsible for overseeing SRE is Mrs Iliana Tyler – SMSC Lead, with support from senior leadership team. They will monitor the coverage and effectiveness of this policy within the framework of the school monitoring timetable.

In agreeing to this, the governors have fully considered and assessed any potential impact the policy may have with regard to equality and diversity.

The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observations, sampling teachers planning, and assessing feedback through questionnaires undertaken by both teachers and children together with feedback from parents.

The effectiveness of the SRE programme will further be evaluated by assessing children's learning and implementing change if required.

Use of visitors

“Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator's and teacher's responsibility to plan the curriculum and lessons.” Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11

When appropriate, visitors such as the school nurse may be involved in the delivery of sex and relationship education, particularly in Key Stage 2.

Children with special needs

Teaching and resources will be differentiated where appropriate in order to address the needs of these children ensuring they have full access to the content of sex and relationship education.

Links with other policies

This policy is linked with the following policies:

Equal Opportunities

Child Protection

Confidentiality

Behaviour

Anti-Bullying