



REDBOURN JUNIOR SCHOOL SEX & RELATIONSHIP EDUCATION POLICY

TABLE OF CONTENTS		
Section	Title	Page
1	Review Record	1
2	Purpose, Aims & Values, Implementation	2
3	Arrangements for Monitoring and Review	3
Appendix1	SRE Content and Links to the National Curriculum	4

REVIEW RECORD

Name of Policy	Date discussed at Staff Meeting
Sex & Relationship Education	16 th March 2015
Staff Responsible for Review (e.g. Headteacher, Subject Leader)	Date of Review (term and year)
Headteacher	Spring 2015
Date Adoption recorded in Governing Body Minutes	Date of Next Review
11.3.15	Spring 2018

COPY OF POLICY KEPT IN POLICIES FOLDER IN HEADTEACHER'S OFFICE

RECORD OF AMENDMENTS	
Page/Clause Amended	Brief Details of Changes

Purpose

The purpose of SRE is to help and support young people through their physical, emotional and moral development in order that they can develop the skills and knowledge to make decisions about how they relate to others.

The school believes that SRE is developmental and a foundation for further work in the secondary school. SRE is taught as an integral part of the school PSHCE (Personal, Social, Health and Citizenship Education) and Science provision throughout Key Stage 2. In this way, children are able to develop their ideas, knowledge and skills gradually and appropriately. The school works with parents/carers to ensure that the teaching of sex and relationships education reflects their expectations and complements teaching at home.

This policy is based on guidance set out in DfEE 0116/2000 Sex and Relationship Education Guidance (July 2000); the FPA Policy Statement (January 2006), Sex Education Forum briefing paper (March 2011) and HCC guidance.

What is sex and relationship education?

SRE must be inclusive and relevant and should meet the educational and emotional needs of *all* pupils. It has the needs and rights of children and young people, rather than the concerns of adults, at its centre.

SRE is lifelong learning about physical, moral and emotional development, embedded in a context that enhances the self-worth and confidence of each individual and encourages mutually respectful relationship and empathy for others. 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 – this would be inappropriate teaching.

Aims and Values

- To develop pupils' confidence in talking, listening and thinking about feelings and relationships
- To widen their understanding of reproduction in order for pupils to be able to make informed decisions
- To develop pupils' understanding of the different stages of puberty in order to prepare them for the future
- To encourage pupils to behave responsibly towards sex and relationship issues

SRE 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

In addition, SRE will promote the children's self-esteem and emotional wellbeing 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.

Implementation

A variety of teaching methods will be used to deliver SRE and will ensure the inclusion of those children identified with Special Educational Needs (refer to Inclusion Policy). Single gender groups will be used in teaching sex education as deemed appropriate and relevant.

Ground rules will be negotiated when appropriate and the sensitivity of the work will be recognised, safeguarding the interests of the individual child and the whole class. Teachers maintain confidentiality as a general rule but if a teacher has concerns over a child's well-being the school's child protection procedures will be followed.

The Governors require that all parents be kept informed of the nature and content of the SRE that is to be offered to their children during their years at Redbourn Junior School, strengthening the importance of the partnership between home and school. An opportunity to view the key materials used is given at a meeting for parents of Year 5 and 6 children and any queries can be answered at the meeting or in private.

Parents/carers have the right to withdraw their child from some, or all, SRE lessons, but not from statutory science lessons. Any parents wishing to exercise this right should contact the Headteacher, who will first invite the parents to attend a meeting to discuss their concerns; following this discussion, if parents still wish to withdraw their child from SRE, reassurance will be given about appropriate alternative arrangements and the Headteacher will provide information about the lessons being missed and ideas for other sources of support for the parents to fulfil the task of educating their child.

Parents will be made aware of the programme's content and will be consulted if changes to the school's SRE policy are being considered.

Section 3

ARRANGEMENTS FOR MONITORING AND REVIEW

This policy shall be evaluated annually by the Headteacher and PHSE subject leader.

Lessons will be observed in the normal programme of monitoring teaching.

The Headteacher will report to the governors the number of pupils withdrawn from lessons

This policy shall be reviewed at least once every three years by governors in accordance with the Governing Body Year Planner

Links to other policies/documents

This policy should be read in conjunction with the school's statement of Vision and Values, the PHSCE Policy, Child Protection Policy and the Equality Policy.

REDBOURN JUNIOR SCHOOL SRE CURRICULUM CONTENT AND LINKS TO THE NATIONAL CURRICULUM

1) The body and its functions

- Using language with which the teacher and the child feels comfortable
- Leading to the use of correct terminology
- Life processes including nutrition, growth and reproduction
- The main stages of the human life cycle.

2) Relationships

- Examples of families
- Friendships – boy/girl, boy/boy, girl/girl, etc.
- Different roles of family members
- Respecting other people's viewpoints and beliefs
- Being a parent: difficulties and responsibilities

3) Reproduction

- In the context of a stable and caring relationship between a man and a woman
- May introduce the subject of AIDS and contraception if questions arise

4) Puberty

- Physical and emotional change
- Menstruation

	Personal & Social	Links to science curriculum	Citizenship
Year 3 & 4	Health and hygiene/keeping clean Keeping fit and healthy, including nutrition Different family groups	Main body parts associated with the skeleton and muscles How different parts of the body have special functions. Skeleton (human) Teeth	Relationships Belonging to a group Community Symbolism Identity Respecting beliefs Role Models
Year 5 & 6	Families and how they behave to one another Diseases Keeping clean Puberty; how our bodies change Menstruation (girls only) Sex education Conception	Function of internal/external organs Micro-organisms Plant reproduction Life processes of reproduction, including humans Growth and development of humans Recognise the impact of diet, exercise, drugs and lifestyle on the way our bodies function	Relationships Belonging to a group Community Symbolism Identity Role models Respecting environment Care for others Forming, respecting and debating opinions