



Working and learning together for success

## **Sarisbury Church of England Junior School**

### **Sex and Relationships Education Policy**

The purpose of this policy is to outline how we inform our pupils about sex and relationships at Sarisbury Church of England Junior School.

Related Policies:

- Personal Development Learning – PSHE and Citizenship
- Science
- Child Protection (Confidentiality)

At Sarisbury Church of England Junior School we aim to provide every pupil with equal access to a curriculum which is balanced and broadly based and “promotes the spiritual, moral, cultural, mental and physical development of pupils at the school... and prepares such pupils for the opportunities, responsibilities and experiences of adult life” (Education Reform Act 1998)

Sex and Relationship education at Sarisbury is an effectively practiced scheme of work that aims to support pupils through their physical, emotional and moral development. Its education is firmly rooted within the teaching of PSHE where we encourage pupils to learn respect for themselves and others, building on this confidence into their adolescence.

Sex and Relationship Education has three main elements that can be divided into further sections, as shown below. These are the aims which we are required to teach at primary level:

#### **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
- Developing critical thinking as part of decision making

#### **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
- Learning how to recognise and avoid exploitation and abuse

#### **Knowledge and Understanding at Primary School includes:**

- Learning and understanding physical development at appropriate stages
- Understanding conception, birth, puberty, emotions and relationships

In line with the National Curriculum Key Stage 2 Science Programmes of Study pupils must know:

1. a) that the life processes common to humans and other animals include nutrition, growth and reproduction

2. f) the main stages of the human life cycle; including changes during puberty

At Sarisbury Church of England Junior School we ensure our pupils:

- 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
- Are aware of who they can confide in and trust for support
- Are prepared for puberty

Staff at Sarisbury are very aware of the sensitive nature of Sex and Relationship Education. As a consequence we endeavour to create an appropriate environment without embarrassment or anxiousness. Teachers will protect pupils' privacy by depersonalising questions and dealing with explicit and sensitive questions in a suitable manner. Should a pupil's questioning or response raise concerns for that child's welfare, the teacher must inform the member of staff responsible for dealing with child protection issues, where the matter can be investigated further and confidentially.

At Sarisbury Church of England Junior School, we are always eager to develop home school relationships. We recognise parents as the key people in teaching their children about sex, relationships and growing up. As a consequence we intend to support parents in the Sex and Relationship education programme provided at school. Parents have the right to withdraw their children from all or part of the sex and relationship education programme, excluding that required in Key Stage 2 science curriculum (as detailed previously). Parents will be invited to a Sex and Relationships education evening to view the resources and learn more about the school's sex and relationship education programme.

The delivery of sex and relationships education is not the sole responsibility of schools. Elements can also be provided by a range of people in the wider community including health professionals, social workers, youth workers, peer educators and visitors. These people can offer more to the teaching of sex and relationship education and offer a new perspective, specialised knowledge, experience or resources. Visitors to the school to assist within lessons will be made aware of the schools policies and consulted about their role prior to their involvement.

Teaching of Sex and Relationships at Sarisbury is completed through the schemes of work below. For a more detailed scheme of work, please see the Personal, Development Learning (PSHE) overview or year group planning.

<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<i>Settling in Making friends Keeping safe in school People and their work Focus on feelings In someone else's shoes</i>	<i>Feeling good Ups and downs in relationships Keeping safe outside of school Changes in families Looking ahead</i>	<i>We're all different Who decides? Risks and pressures Being involved in the community It's my body Looking at the world</i>	<i>Rights, responsibilities and the law Managing conflict The world of work Taking responsibility For my own safety Changing relationships Transition and managing change</i>
Dealing with relationship issues, emotions and general development of skills. Relating to PATHS and Rights Respecting Schools programme.		Dealing with puberty, conception and birth alongside emotional development. Relating to PATHS and Rights Respecting Schools programme.	

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Date Approved by Governors: Spring 2014

Reviewed: Spring 2019 \*

Next Review Date: Spring 2020

\* following the review, we did not feel the need for any amendments to the policy. It reflects accurately the current sex and relationships education programme and as such, the resources used are considered age appropriate and relevant to the children's maturity and understanding. We are awaiting the DfE revised guidance for S&RE in schools due Sept 2019

