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Overdale Junior School

# Sex and Relationships Education Policy

February 2015

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## 1. Consultation Process

In line with the LA principle of participation and partnership the following were consulted when drawing up this policy:

- Governing Body;
- Headteacher;
- Staff;
- Parents and carers.

The initial consultation (in 1998) took the form of meetings of the governors' Pastoral sub-committee, which included teachers, parents and the Headteacher. A questionnaire was circulated to all staff, all governors and parent volunteers. The outcomes of the questionnaire were then used to inform discussion within the sub-committee. The policy was passed by the full Governing Body. Since then there have been regular consultations with staff and governors, and with parents (through the Parents' Forum, which includes a governor representative).

## 2. Aims of the school's Sex and Relationships Education programme

- a. To learn about oneself as an individual growing up.
- b. To know about personal safety e.g. to know that individuals have rights over their own bodies and begin to develop simple skills and practices to maintain that personal safety.
- c. To know about the physical aspects of puberty and reproduction including work on hygiene.
- d. To encourage exploration of values and moral issues and consideration of personal relationships within the family and with peers.
- e. To know there are different types of family groups and different patterns of relationship.

## 3. Entitlement and equal opportunities

We aim to provide a balanced Sex and Relationships Education programme for all the children including those with special educational needs. Parents and carers do have the right to withdraw their children from Sex and Relationships Education but we would advise against it. Children cannot be withdrawn from those parts of the programme which are based on the National Curriculum Science programme of study. If a parent or carer is considering withdrawing their child from Sex and Relationships Education we would ask them to discuss this with the Headteacher first. If the parent or carer still wishes to do so, the school will make provision for this.

#### **4. Morals and values framework**

In line with the requirement of Section 46 of the Education Act 1986 (no.2), the school Sex and Relationships Education programme encourages pupils to have regard to moral considerations and the value of family life.

We acknowledge that pupils' experiences of family life are varied. We aim to encourage the pupils to understand the nature of family life in all forms.

Values cannot be imposed. Therefore our aim must be to equip the children with the skills to develop their own.

#### **5. Organisation for the school Sex and Relationships Education programme**

There is a designated teacher responsible for co-ordinating Personal and Social Education, and Sex and Relationships Education falls under this umbrella. The Governors' Behaviour, Safeguarding and Wellbeing sub-committee has been delegated the responsibility for the Sex and Relationships Education Policy by the Governing Body.

The Sex and Relationships Education programme is taught by the class teachers with the help of other professionals like the school nurse.

The bulk of the programme is taught in the upper school (Years 5-6). Children are taught in both mixed and single sex groups. Puberty and reproduction are taught in single sex groups.

Parents and carers are informed by letter of the curriculum and resources, and invited to an evening information session with the School Nurse where they can view the resources prior to teaching commencing.

#### **6. Content headings for the Sex and Relationships Education programme**

Some of these headings are general but aspects of Sex and Relationships Education may form part of the discussions.

Each Year group is taught ground rules which include the provision of a safe environment to raise concerns, either individually, in same sex or mixed sex groups. If individual children want to discuss sensitive issues, then it is the school's policy that adults will let children express themselves according to these ground rules, and if necessary refer the child to another professional. Teachers will need to be fully trained to manage age appropriate discussions. Teachers will not give advice on contraception and other aspects of sexual behaviour.

##### **Year 3**

- We are all special
- The human body
- Keeping safe, including Stranger Danger and the right to say 'no'

##### **Year 4**

- Families and friendships
- Relationships e.g. friendship and belonging (see also PSHE\* units)
- Feelings

##### **Year 5**

- The physical aspects of puberty, including hygiene
- Attitudes, beliefs and values
- Personal body rights

## **Year 6**

- Reproduction
- Coping with peer group pressure, attitudes and stereotypes
- Moving on and personal space

\* *PSHE is Personal, Social, Health and Economic Education*

Parents and carers are encouraged to participate in the Sex and Relationships Education programme through discussion with their children, and by supporting homework.

## **7. Sanitary products**

When teaching the physical aspects of puberty, girls are told how to access sanitary products in school. Bins for sanitary disposal are located in both girls' toilets.

## **8. Training / resources provision**

The school aims to encourage staff to attend appropriate INSET (In Service Training) when it is available. All resources within the school are allocated *via* the school development plan (SDP) according to perceived needs. This plan is drawn up after detailed discussion with all staff. Appendix A (page 4) lists the resources used.

## **9. Teaching and learning styles**

The teaching methods used are as important as the content of the lessons. A wide range of teaching methods and media are used including discussion; DVD/video and follow up material; drama; listening to talks; reading books; small group work; role play; and worksheets.

Ground rules are established with the children prior to the discussion of sensitive issues, to establish a respectful environment. These include no put-downs, no discussion using slang terms, and no reference to the relationships of specific individuals.

## **10. Child protection and confidentiality**

Where a pupil is considered to be at risk of any type of abuse the school follows the Safeguarding procedures. The named person with responsibility at this school is the Headteacher. Staff seek support from the Head should they have any concerns.

When discussing issues, the school will at all times act in accordance with the Safeguarding Policy. This is particularly relevant when issues are discussed with individuals.

The school has a Health and Safety Policy which deals with the sensitive topic of children who unknowingly carry a maternally-transmitted disease.

## **11. Dissemination of the policy**

The governors include a statement about the school Sex and Relationships Education programme in the school prospectus.

Copies of the Sex and Relationships Education Policy are available to parents and carers on request. Copies are also available to visitors, LEA officers, Ofsted Inspectors, HMI, School Health staff and staff in other schools.

Every member of the teaching staff has a copy of this policy.

## 12. Procedures for monitoring and evaluating the policy

We are committed to monitoring and evaluating all the work of the school. This will be achieved by staff review and feedback to the co-ordinator and the Headteacher; Ofsted Inspectors; feedback from parents and carers; feedback from the children themselves to the teachers; and monitoring of children's work by the Headteacher.

Outcomes of all monitoring undertaken in the school are shared with the Governing Body, usually *via* the Headteacher's report to governors.

## 13. Review

This policy will be reviewed at least every three years by the Behaviour, Safeguarding and Wellbeing sub-committee; if necessary, it can be reviewed earlier in response to changing circumstances. Any decision to hold an early review would be taken by the sub-committee in consultation with the Governing Body and Headteacher.

Date policy first adopted	April 1998
Reviewed	May 2001; May 2004; June 2011; February 2015
Next review	February 2018

Signed <i>Juliet Hart</i>	(Headteacher)	Date: 23.2.15
Signed <i>Tony Smith</i>	(Chair of Governors)	Date: 23.2.15

## Appendix A

Resources used in the Sex and Relationship Education programme:

- *Puberty and Growing Up*, Pete Sanders and Steve Myers (Copper Beech Books, 2000) – Year 5
- *Living and Growing* DVD Pack (Channel 4, 2006)
  - 4. 'Changes' Year 5
  - 5. 'How babies are made' Year 6
  - 6. 'How babies are born' Year 6
- *Growing Up*, Susan Meredith (Usborne Facts of Life Series, 2004) – Year 6
- Also, NHS nurses introduce puberty to Year 5 in mixed and separate boy/girl sessions.