

St John's Highbury Vale CE Primary School

Sex Relationship Education Policy

Our vision is: "to be a school where every child is valued as a unique individual created in the image of God, where everyone has equal opportunities and where teaching and learning are of a consistent high standard."

Summary of our school vision: 'Every Child, Every Opportunity, Every Day'
We aim to provide the foundation on which children can grow, enabling them to move on to the next stage of their lives, confident that, in the words of St. Paul: "I can do all things through Christ who strengthens me" Philippians 4:13

Introduction

Background Information

St John's Highbury Vale is a Church of England Voluntary-Aided School, which caters for children between the ages of four and eleven from all religious faiths.

This policy was drafted by the Deputy Head teacher in consultation with teaching staff, support staff and governors including parent governors. In addition, teaching and support staff were able to discuss the policy and specific teaching material and resources when they were introduced at the beginning of the academic year 2018/19. The policy was then ratified by the governing body.

The policy is made available to teaching and non-teaching staff, community partners and visitors via the school office and the school website.

Going forward, the policy will be reviewed every two years by the PSHE co-ordinator in consultation with the above representatives as appropriate. This original has been drafted by the Deputy Head teacher in light of the introduction of the new scheme of work and its teaching materials - Jigsaw

Purpose of the Policy

This Sex and Relationship Education Policy (SRE) explains the aims of SRE, within Personal, Social, Health Education and Citizenship (PSHE). It also describes what we teach and the approaches we use. This policy helps ensure that the whole school community (parents, staff, governors and pupils) have a shared understanding of this important area of the curriculum.

Sex and Relationship Education supports pupils' health and well-being and is an integral part of our approach to Every Child Matters, including but not exclusively supporting pupils to understanding safeguarding for themselves and others and how to be healthy both physically and mentally. We believe that the new scheme of work - Jigsaw, really helps to support us meet the needs of all of our pupils and educates them on how to 'Live Well in Modern Britain', as suggested in the Church of England document Valuing All God's Children, Second Edition, Autumn 2017.

Links with other policies and the whole school approach

SRE encourages the caring and supportive environment **through emotional literacy**, essential for the development of positive self – esteem and emotional wellbeing, which are central to the aims and Christian ethos of St John's Highbury Vale.

This policy links to the following policies;

- Equal Opportunities
- Child Protection
- Confidentiality
- Behaviour
- Anti Bullying

Aims of Sex and Relationship Education

The objective of sex and relationships education is to help and support young people through their physical, emotional and moral development. SRE will promote the spiritual, moral, cultural, mental and physical development of pupils at this school and prepare them for the opportunities, responsibilities and experiences of adult life. Pupils will be encouraged to talk openly and their questions will be answered honestly in a way that respects diversity of cultures and family forms.

Aims of Sex and Relationship Education:

- To provide knowledge and information;
- To raise pupils' self esteem and confidence, especially in their relationships with others;
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities;
- To develop pupils' skills for a healthier safer, lifestyle;
- To develop pupils' communication skills and assertiveness skills to cope with the influences of their peers and the media;
- To help pupils learn to respect and care for their bodies;
- To prepare pupils for puberty and adulthood;
- To help pupils learn how to gain access to information and support.

Content of an SRE programme

Where in the curriculum is SRE taught?

SRE is taught as part of the PSHE and Citizenship curriculum. St John's Highbury Vale have decided to use an accredited scheme of work, Jigsaw, to deliver a strong, informative, supportive and relevant curriculum to all year groups within our school. Teaching materials and resources are delivered at an age appropriate level, which meet the needs of the children at each specific year group. Jigsaw has specific assemblies to support the learning that takes place in class and has a clear consistency of theme across all year groups, meaning all children will be learning about the same topic at the same time in the school year. Jigsaw delivers six topics across the year with a specific focus in the summer term on SRE. These topics are 'Changing Me and Positive Relationships'.

As mentioned in the Church of England Mental Health and Wellbeing Guidance, we are aiming to, 'Educate Human Flourishing'. Therefore we believe this scheme helps to ensure that a modern, open-minded curriculum is delivered without prejudice, and in it is delivered the wider context of relationships, so that pupils are prepared for the opportunities, responsibilities and experiences of their life after St John's Highbury Vale.

What is taught through the Jigsaw SRE Scheme

The **Year 1** SRE programme covers the following areas:

- Life cycles
- Changing me
- My Changing Body
- Boy's and Girls' Bodies
- Learning and Growing
- Coping with Changes

The **Year 2** SRE programme covers the following areas:

- Life Cycles in Nature
- Growing from Young to Old
- The Changing Me
- Boy's and Girl's Bodies
- Assertiveness
- Looking Ahead

In **Year 3** SRE programme covers the following areas:

- How Babies Grow
- Babies
- Outside Body Changes
- Inside Body Changes
- Family Stereotypes
- Looking Ahead

In **Year 4** SRE programme covers the following areas:

- Unique Me
- Having A Baby
- Girls and Puberty
- Circles of Change
- Accepting Change
- Looking Ahead

In **Year 5** SRE programme covers the following areas:

- Self and Body Image
- Puberty for Girls
- Puberty for Boys
- Conception
- Looking Ahead
- Looking Ahead to Year 6

The **Year 6** SRE programme covers the following areas:

- My Self Image
- Puberty
- Girl Talk/Boy Talk
- Babies - Conception to Birth
- Attraction
- Transition to Secondary School

The learning intentions for each year group are attached in Appendix 1.

How is SRE taught?

The Jigsaw Scheme of Work - A Mindful approach to PSHE, has been chosen as the main curriculum from which we deliver the teaching of SRE as of the 2018/19 academic year. As a Leadership team in conjunction with our governing body, we believe that this scheme of work supports our Christian Vision, 'Every child, Every Opportunity, Every Day', and our six supporting Christian Values; Friendship, Respect, Wisdom, Forgiveness, Love and Courage.

Within this scheme there is evidence of the curriculum from the PSHE Education (developed from the National Framework 2000) and approaches used in Emotional Literacy and Social Skills (developed from SEAL - Social and Emotional Aspects of Learning DFES 2004). Each individual lesson starts with a period of calmness and ends with a period of reflection.

We use active and participatory teaching methods allowing for both small and large group discussion and time for the pupils to reflect on what they have learnt. The majority of the SRE curriculum is delivered to classes in mixed settings. On occasion, single sex settings in Key Stage 2 will be used to discuss more sensitive issues, for example menstruation and wet dreams. It is important to recognise that although children will be taught about certain issues in single sex groups, boys and girls will explore the same curriculum content.

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of sex and relationship education. To support this, a group agreement is developed with each class to provide a common values framework to teach within.

- At the start of each lesson ground rules will be agreed.
- Both teachers and students should agree that throughout the SRE sessions no individual names should be used or referred to.
- Circle time and other familiar formats may be used to prepare the pupils and help to minimise any possible embarrassment.
- No one, (teacher or pupil), should ask or be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- Scientific names for body parts will be introduced, explained and used.
- Meanings of words will be explained in a sensible and factual way.

Answering difficult questions

An important outcome of SRE is that pupils feel confident to ask trusted adults questions about puberty, relationships and sexuality, so it is important to praise questions and to deal with them seriously. Sometimes an individual pupil may have an explicit or difficult question to ask in the classroom. In the Key Stage 2 classroom, question boxes will be made available during the 'Changing Me' topic. This will allow children to ask questions anonymously and also allow the teachers time to prepare answers to difficult questions. Questions do not have to be answered directly and can be addressed later. Individual teachers must use their skill and discretion in these situations. Teachers can always refer to the Head teacher, Key Stage Co-ordinator or PSHE/Citizenship Co-ordinator for advice and support when responding to questions. Teachers will consider the age and maturity of the pupils when answering questions and consider how they relate to the intended learning for that class.

Teachers have a number of options on how to respond to a question:

- Answer to the whole class if it is age appropriate and relates to the learning intentions.
- Explain that the teacher needs to find out a bit more information before answering. Agree to bring an answer to the class at a later date, once they've had time to check and/or speak to colleagues.
- Answer to an individual pupil following the lesson.
- Refer the question to be answered at home or indicate that it will be covered in later year groups.
- A 'question box' may be used to enable pupils to ask confidential questions on pieces of paper. The teacher may use these to assess learning by getting the group to answer them or may answer them for the pupils, drawing on their learning throughout.

Should a particular issue arise that is not covered in the programme of study, e.g. contraception, teachers will address this with the individual student if appropriate or refer their questions to their parents.

Confidentiality and Child Protection

Teachers will ensure that pupils are aware that while most issues can be kept confidential, their teacher may need to pass on some information if they consider the pupil to be at risk. Teachers need to be mindful that if discussions raise issues of concern for a particular pupil they should follow the school's child protection procedures.

Evaluation and Assessment

Assessment is an integral part of teaching SRE and enables teachers to measure what pupils have learnt and decide what to teach next. The programme is evaluated to ensure it meets the changing needs of the young people and reflects the views and values of the school community; this is carried out both by teachers and pupils. There are clear assessment opportunities built into the Jigsaw scheme of work across all year groups.

Specific Issues

SRE, Equal Opportunities and Inclusion

The SRE curriculum has been developed to take into account the diversity of the school population and to meet the needs of our pupils. We will conduct a parent forum with Parents and Carers on an annual basis the term before the teaching of RE begins. At this forum, parents will have the opportunity to view the scheme of work for their child's year group and also some of the resources that will be used. The pupils are taught in mixed sex groupings for most SRE lessons although teachers use single sex settings when this is thought to be more appropriate particularly in upper Key Stage 2. The scheme does suggest to teachers when this should happen.

Parents/carers have the right to withdraw their children from part or all of sex and relationships education except those parts covered by the statutory national curriculum in science. Parents who have concerns about SRE are encouraged to talk to the class teacher and PSHE coordinator to discuss the programme in detail.

If after reviewing the SRE materials, a parent or carer wishes to withdraw their children from the SRE programme they should contact the Head teacher in writing to inform him of their decision. Any child withdrawn from the programme must continue to attend school. They will be provided with work (which is not related to the SRE programme) to be completed in an alternative class.

The Role of the Head teacher

It is the responsibility of the head teacher to ensure that both the staff and parents are informed about our SRE policy, and that the policy is implemented effectively. It is also the Head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can deliver the SRE programme effectively, and handle any difficult issues with sensitivity. Training is provided for teachers through school based and centrally provided INSET, through team-teaching and peer observation.

Monitoring and Review

The content of this policy will be reviewed every two years to take into account changing needs of the pupils, parents and staff feedback and in the light of any incidents that may occur related to SRE.

The head teacher monitors the policy and reports to governors, when requested on the effectiveness of the policy.

Sex Relationship Education Policy

Date of completion: December 2018

Date of review:

Signed: _____

Date: _____

Appendix 1

Learning Intentions for Year 2

- Children learn to understand and respect the differences and similarities between people.
- Children learn the biological differences between male and female animals and their role in the Life cycle.
- Children learn the biological differences between male and female children.
- Children learn about growing from young to old and that they are growing and changing.
- Children learn that everybody needs to be cared for and the ways in which they can care for others.
- Children learn about different types of family and the ways in which their home-life is special.

Learning Intentions for Year 4 and Year 5

- Children learn about the way we grow and change throughout the human life cycle.
- Children learn about the physical changes associated with puberty.
- Children learn about menstruation and wet dreams.
- Children learn about the impact of puberty on physical hygiene and strategies for managing this.
- Children learn how puberty effects emotions and behaviour and strategies for dealing with the changes associated with puberty.
- Children learn strategies to deal with feelings in the context of relationships.
- Children learn to answer each other's questions about puberty with confidence and to seek support and advice when they need it.

Learning Intentions for Year 6

- Children learn about the changes that occur during puberty.
- Children learn to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact.
- Children learn what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships.
- Children learn about human reproduction in the context of the human life cycle.
- Children learn how a baby is made and grows (conception and pregnancy).
- Children learn about the roles and responsibilities of carers and parents.
- Children learn to answer each other's questions about sex and relationships with confidence and learn where to find support and advice when they need it.
- Children learn how HIV can and cannot be transmitted, including tackling myths and misconceptions
- Children learn that the risk of transmitting HIV during sexual intercourse can be reduced if a condom is used.
- Children learn that contraception can be used to stop a baby from being conceived.