

Moss Park Junior School

SEX & RELATIONSHIPS POLICY

Review

This policy will be reviewed every three years as part of the school review cycle. The next review is in Spring 2017.

1. INTRODUCTION

At Moss Park Junior School we have based our Sex and Relationships Education Policy on the DfES guidance document Sex and Relationships Education Guidance. In this document Sex and Relationships Education (SRE) is defined as ‘learning about physical, moral and emotional development. It is about understanding the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health’. SRE is part of the personal, social and health education curriculum in our school. While we use sex and relationships education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. When planning our sex and relationships lessons, the age and maturity of children is always taken into account. The whole of our Sex and Relationships policy reflects the caring partnerships engendered in loving relationships.

We also follow the PSHE and Citizenship recommended planning matrix which was compiled by the Local Health Authority and Salford and Trafford Healthy Schools Scheme.

2. AIMS & OBJECTIVES

At Moss Park Junior it is our aim to teach children about Sex and Relationships Education in relation to three elements:

- Knowledge
- Skills
- Attitudes and values

KNOWLEDGE

Knowledge is the acquisition and understanding of information which will give children a proper vocabulary and a foundation of knowledge to understand things that happen to them and others, and make future choices.

The knowledge related to Sex and Relationships Education that we believe children leaving Moss Park Junior should have is:

- External body parts
- Body organs
- Body defence systems
- Basic understanding of reproduction
- Stages of human development – growing, change, aging (with specific reference to puberty, menstruation)
- Personal hygiene
- Keeping safe
- Appropriate and inappropriate touching
- Caring for babies
- People who help us
- Families – different types and cultures
- What is a friend?

SKILLS

Skills enable children to develop confidently as individuals and create loving relationships.

The skills related to sex and relationships education that we believe children leaving Year 6 at Moss Park Junior should have are:

- Dealing with emotions and feelings
- Developing positive relationships
- Coping with conflict
- Making decisions and choices
- Personal safety
- Communication
- Coping with loss
- Problem solving
- Assertiveness
- Feeling good about oneself

EXPLORE ATTITUDES AND VALUES

Explore attitudes and values which will lead to a greater understanding of others and ability to make decisions without prejudice.

The attitudes and values related to sex and relationships education that we believe children leaving Year 6 at Moss Park Junior should have are:

- Respecting oneself and valuing others
- Respect for our own bodies
- Valuing differences and similarities
- Importance of family life
- Sexual activity as part of a committed, long-term and loving relationship
- Attitudes towards race, gender, culture, disability
- Awareness of stereotyping and prejudice
- Appropriate and inappropriate behaviour

(See also whole school policies on Religious Education, Behaviour, Racial Equality, Equality of opportunity)

WE AIM TO TEACH CHILDREN ABOUT:

- The physical development of their bodies as they grow into adults
- The way humans reproduce
- Respect for their own bodies and the importance of sexual activity as part of a committed, long-term and loving relationship
- The importance of family life
- Moral questions
- Relationship issues
- Respect for the views of others
- Sexual abuse and what they should do if they are worried about any sexual matters

3. MORAL FRAMEWORK

We teach Sex and Relationships Education in the context of the school's aims and values framework. While SRE in our school means that we give children information about sexual

behaviour, we do this with an awareness of the moral code and values which underpin all our work in school. In particular, we teach SRE in the belief that:

- Sex and Relationships education should be taught in the context of marriage and family life
- Sex and Relationships Education is part of a wider social, personal, spiritual and moral education process
- Children should be taught to have respect for their own bodies
- Children should learn about their responsibilities to others, and be aware of the possible physical, emotional and moral consequences of sexual activity and certain types of behaviour
- It is important to build positive relationships with others, involving trust and respect
- Children need to learn the importance of self-control

We will consult with parents on all matters of health education policy;

Train all our teachers to teach sex and relationships education;

Listen to the views of the children in our school regarding sex and relationships education;

Look positively at any local initiatives that support us in providing the best sex and relationships education teaching programme that we can devise.

4. ORGANISATION

We teach SRE through different aspects of the curriculum. While we carry out the main sex and relationships education teaching in our personal, social and health education (PSHE) curriculum, we also teach some SRE through other subject areas (for example, Science and PE) where we feel that they contribute significantly to the child's knowledge and understanding of his or her own body, and how it is changing and developing.

In PSHE and Citizenship we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty. For example, we tell the boys their voices will change during puberty and we explain to the girls about menstruation. We encourage the children to ask for help if they need it.

In science lessons in both key stages, teachers inform children about puberty and how a baby is born. For this aspect of the school's teaching, we follow the guidance materials in the QCA Scheme of Work for Science. In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

In Years 5 and 6 we place particular emphasis on health education, as many children experience puberty at this age. We liaise with our school nurse, who advises us about suitable teaching materials to use with our children in these lessons. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is and how it affects women. We always teach this with due regard for the emotional development of children.

5. THE ROLE OF PARENTS

The school believes that at its best, Sex and Relationships Education is a partnership between home and school. We believe that it is our role to support what is taught at home and we wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

Involve parents in developing the school's Sex and Relationships policy;

Inform the parents about the SRE policy and practice;

Answer any questions that parents may have about the sex and relationships education of their child;

Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for SRE in school;

Encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;

Inform the parents about the best practice known with regard to SRE, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school. (Parents do not, however, have the right to withdraw their child from the National Curriculum Science curriculum which covers Life and Living Processes). If a parent wishes their child to be withdrawn from sex and relationships education lessons, they should discuss this with the Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of the parents in this regard.

6. THE ROLE OF OTHER MEMBERS OF THE COMMUNITY

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as our school nurse and other health professionals, give us valuable support with our SRE programme. Other people that we call on include the Vicar of Moss Park Junior Church, social services and representatives from the Healthy Schools scheme.

7. CONFIDENTIALITY

Teachers conduct SRE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they have been the victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency.

If the teacher has concerns they will draw their concerns to the attention of the member of staff responsible for Child Protection. She or he will then deal with the matter in consultation with health care professionals (see also Child Protection Policy).

8. THE ROLE OF THE HEADTEACHER

It is the responsibility of the headteacher to ensure that both staff and parents are informed about our SRE policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure members of staff are given sufficient training, so that they can trench effectively and handle any difficult issues with sensitivity.

The headteacher liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

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

10 . MONITORING AND REVIEW

The Governing Body monitors our SRE policy on a regular basis and modifies as necessary. The Governing Body gives serious consideration to any comments from parents about the Sex and Relationships Education programme, and makes a record of all such comments. Parents have been consulted on this Policy.

This Policy will be reviewed in Spring 2017