

## Chandag Junior School

### Sex and Relationships Education Policy

#### Definition

“The objective of Sex and Relationship Education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people to learn to respect themselves and others and to move with confidence through adolescence into adulthood.”

DfES SRE Guidance ref DfEE 0116/2000

The Governors of Chandag Junior School have decided that Sex and Relationship Education (SRE) should be taught to its pupils through Personal, Social and Health Education and Citizenship (PSHE) and the National Curriculum for Science. It should be taught in such a manner that encourages pupils to have due regard to moral considerations and the value of family life.

Parents have the right to withdraw pupils from any Sex and Relationship Education that does not form part of the statutory National Curriculum for Science. Parents should discuss their concerns with the Head Teacher and put their request for withdrawal in writing.

#### Who is responsible for providing Sex and Relationship Education?

- The **Head Teacher** will ensure that the Governors' Policy for the provision of Sex and Relationship Education is carried out within all year groups and is suitable for Key Stage 2 pupils.
- The **Co-ordinators of PSHE and Science** will liaise to ensure a coherent, spiral progression of skills relating to Sex and Relationship Education.
- **Class teachers** of all Year groups will plan the PSHE and Science activities that will provide a spiral curriculum for Sex and Relationship Education, suitable for each age group and appropriate for the development of the pupils involved.
- In Year 6 the **School Nurse** is also involved in providing specific activities and information. Year 6 teachers work closely with parents to ensure that the work the school is covering is followed up by discussion and support within the family.

## PSHE & Citizenship Curriculum

The four main areas covered by the PSHE & Citizenship curriculum are:

- Understanding yourself
- Developing relationships
- Keeping healthy and safe
- Developing as a citizen

Detail of work within these areas can be found in the PSHE & Citizenship Scheme of work and forms part of the pupils' development in Sex and Relationship Education.

**Circle Time** and the development of '**Thinking Skills**', '**Collaborative Group Work**' and '**Building Learning Power**' will all contribute to the development of pupils' self confidence and skills related to becoming an independent person who is able to work with others and make their own decisions.

Themes covered in '**Collective Worship**' will extend pupils' opportunities to reflect on themselves as an individual and within a community.

The key learning objectives that relate directly to SRE are:

### Keeping healthy and safe

- that bacteria and viruses can affect health
- that following simple, safe routines can reduce these spreading
- about how the body changes as they approach puberty
- to recognise the different risks in different situations
- decide how to behave responsibly, including ... judging what kind of physical contact is acceptable or unacceptable
- that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong. This will also relate to 'E-safety'.
- where to get help

## **Understanding yourself, developing relationships and yourself as a citizen**

- to talk and write about their opinions, and explain their views on issues that affect themselves and society
- to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals
- to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way
- to realise the consequences of anti-social and aggressive behaviours, such as bullying ... on individuals and society
- that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other
- that their actions affect themselves and others
- to care about other people's feelings and to try and see things from their points of view
- to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships
- to realise the nature and consequences of ... bullying and aggressive behaviours and how to respond to them and ask for help
- to recognise and challenge stereotypes
- that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability
- where individuals, families and groups can get help and support

Parents are informed of their child's progress in PSHE & Citizenship through Parents' evenings and in the Annual report to parents. Assessment of progress is through a variety of forms and Teacher Assessment of knowledge and understanding forms the basis of this assessment. Parents are able to discuss their concerns at any time by making an appointment with the class teacher.

**Science curriculum statements relating to SRE are found in the strand 'Life & living processes':**

Life and living processes

- Life processes and the organisation of living things
- Level 3 – know the basic life processes common to humans and other animals.
- Level 4 – be able to name and locate the major organs of the human body and of a flowering plant.
- Level 5 – be able to name and outline the functions of the major organs and organ systems in mammals and in flowering plants.

All the science content is part of the National Curriculum for Science and can be found in detail in the scheme of work for Science. The skills involved provide a spiral progression of understanding of the growth and development of all living organisms and the processes involved in reproduction and living processes, suitable for each year group.

Knowledge and understanding within the science curriculum is monitored and assessed in accordance with the National Curriculum and reported annually to parents. Each year, pupils will be assessed against National Curriculum Levels during the school's assessment period in terms 5 or 6 annually. Year 6 teachers assess a pupil's understanding of science and parents are informed of the Level at which their child is working.

Pupils will develop knowledge and understanding of:

**Year 3** – Life and living processes in plants and animals, looking at life cycles and changes within these – in particular 'The Life cycle of a butterfly', and the variety of animals and the way they are adapted to their environment. The development of 'the senses' and body functions - using the 'MRS NERG' mnemonic to remember the seven life processes that are carried out by all animals and plants e.g. nutrition, growth, reproduction. NB – The spiral science curriculum ensures that all these areas are extended and developed in each of the other year groups.'

**Year 4** – Myself and others.

**Year 5** – Study of flowering plants.

**Year 6** – Year 6 pupils will cover a topic entitled 'Keeping Yourself Healthy'. This deals with the whole body e.g. organs, muscles, skeletons, healthy hearts, growth, addresses differences and similarities, the needs of a developing baby and growing humans, including puberty.

The Sex Education aspect of the topic will be concerned with the physical and emotional changes which Y6 pupils will be, or are about to, experience. Appropriate DVDs will be shown to the Y6 pupils as part of this theme.

Before the showing of this DVD to the children the parents of Y6 pupils will be invited to a Parents' Evening to view the film and raise questions and concerns. It is at this time that any parent wishing to withdraw their child can discuss their concerns with the Head Teacher. Parents are informed when the pupils will be viewing the DVD so they are able to discuss the content further or answer questions at home with their child if this is appropriate for them.

The film will be shown and followed by discussion within small, single sex groups led by teachers and the school nurse. Pupils will be given every opportunity to raise issues and ask questions, either verbally or in writing. Confidential support for pupils will be provided, if needed or requested.

All children will be given information sheets compiled by the school nurse after the DVD or during subsequent lessons.

**Class Teachers** are prepared to answer any questions and concerns raised by pupils throughout Key Stage 2 and will always give them an answer based on their professional assessment of the child's development and readiness to understand topics involved in SRE. A teacher will discuss any concerns with the child's parents if they feel the child needs to discuss areas of the curriculum not planned for that year and where a child is worried about their own development. This will always be handled with sensitivity and when appropriate, in consultation with parents.

**To be reviewed annually**

**April13**