



MAYHILL JUNIOR SCHOOL SEX AND RELATIONSHIP EDUCATION (SRE) POLICY

What is sex and relationship education?

It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care. It has three main elements:

Attitudes and values

- 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 and learning how to recognise and avoid exploitation and abuse.

Knowledge and understanding

- learning and understanding physical development at appropriate stages including:-
 - How the body changes approaching puberty
 - Human reproduction and the reproductive system
 - Child development from birth through adolescence to maturity

With regard to Sex and Relationship Education (SRE) at Mayhill Junior School, the Governing Body has agreed that:

- SRE will form a part of the general curriculum of the school in the context of Personal, Social and Health Education and Citizenship (PSHE) framework / Social Studies curriculum.

- Pupils should be reassured about their body image, behaviour, feelings and relationships. They also need knowledge and skills appropriate to their level of maturity and developmental needs.
- Central to the SRE programme is the growth of self-esteem and taking responsibility for oneself and one's actions.

Delivery

SRE will be delivered through the school's PSHE framework. Lessons will be taught in a sensitive way by the class teacher. The school adopts an age appropriate programme so that, for example, children in Year 3 will be taught about feelings and health whilst children in Year 5 will cover puberty (including menstruation) and Year 6 pupils will explore these issues further and learn about human reproduction.

Resources used may include DVDs, quizzes or other activities followed by opportunities for discussion. All relevant staff will have an opportunity to look at and discuss the materials prior to using them. Teaching methods will take account of the developmental differences of pupils and the potential for discussion on a small group or one-to-one basis. Teachers will endeavour to answer pupils' questions in an honest and sensitive manner. However, there may be some questions which it is inappropriate for the teacher to deal with.

People in the wider community have much to offer at all levels of planning and delivering SRE, bringing a new perspective and offering specialised knowledge, experience and resources. Such people may include health professionals, social workers, childrens' charities e.g. NSPCC. Single Gender groupings will be used where appropriate

Parental involvement and rights

Before any SRE in Years 5 and 6, parents will receive a letter containing an overview of the teaching content and will be invited to see any educational DVDs. At this stage they will be able to raise any concerns with the Headteacher or the class teachers. It is hoped that any anxieties will be allayed through discussion. However, parents have the right to withdraw their children from all, or part, of the SRE provided by the school except for those parts in the National Curriculum Science Order. Parents should notify the school in writing.

Confidentiality (adapted from Hampshire County Council's Guidelines)

Whereas the general discussion in the lessons should remain confidential to the lesson, all teachers must make it clear to pupils that they cannot be offered unconditional confidentiality if a pupil begins to talk about something where confidentiality may become an issue. Unconditional confidentiality cannot be offered if there is a child protection issue or if the pupil discloses significant illegal activities.

In these situations, teachers are under a duty to inform the school's Designated Safeguarding Lead (DSL) who may have to involve other agencies. Teachers should deal with this sensitively and need to

explain to the pupil that they must inform the appropriate people who can help. They must also stress that only those members of staff who need to be informed will be and that the pupil's best interests will be maintained.

Monitoring and Review

The policy will be monitored and evaluated by: The PSHE Leaders / Senior Leadership Team (SLT) & Governors. The policy and/or procedures will, where necessary, be revised in light of these evaluations.

This policy should be read in conjunction with all other school policies, and taking account of the Single Equality Scheme

Reviewed: May 2018

Due for review: May 2020