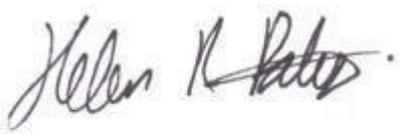


# Sex and Relationships Education Policy - Statutory

<b>Written by:</b>	PSHCE Co-Ordinator 2012	<b>Reviewed by:</b>	FGB
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<b>Name: Helen Patis</b>		<b>Signature</b> 	

# Hart Plain Junior School

## Sex and Relationships Policy

### Philosophy

At Hart Plain Junior School we strongly believe that all people should feel valued and respected. We aim to create a caring, listening environment where children feel able to ask questions which will be answered sensitively.

We believe that sex and relationship education should:

- be available to all children
- be an integral part of a wider programme of Personal, Social and Health and Citizenship Education
- encourage individuals to be in charge of and responsible for their own bodies.

### Aims

Through our planned programme of work we aim to prepare pupils to cope with the physical and emotional challenges of growing up by:

- promoting respect for themselves and others
- learning how their bodies function (inclusive of the nature of human reproduction and their own development) in gradually increasing detail, and be able to discuss how they feel about this
- understanding the value of marriage and family life
- raising awareness of the responsibilities of parenthood and the needs of the very young
- combating ignorance and accepting variation in rates of growth and development (physical, emotional and social)
- developing skills in making informed decisions
- raising awareness of influences such as the media and peer pressure
- developing skills in personal relationships
- encouraging confidence to ask questions on sexual matters and discuss such issues in a sensitive way, mindful of the need to avoid personal intrusion.

### GUIDELINES FOR THE DELIVERY OF THE PROGRAMME

#### Teaching Methods

A full range of teaching strategies is used, such as work sheets, use of video, drama, quizzes and discussion. It will be appropriate at different times to work with pupils in small groups and in whole classes.

#### Staffing

Teachers have overall responsibility for teaching sex education, within the remit of the school policy, to their own pupils. However, other school staff who know the children well and have their confidence may be used at the teachers' discretion to teach aspects of the sex education programme. All staff must have been fully involved in all important stages of the year group's planning for this work. Arrangements should be

made within the school as a whole to ensure that no class is interrupted during sex education as this may cause embarrassment or disturb an atmosphere of trust.

As adults in the School we recognise the need to:

- be sensitive to individuals and groups
- provide reassurance that change is part of the life cycle and give help in adjusting to these changes
- encourage unembarrassed acceptance of sexuality by providing appropriate vocabulary for parts of the body
- liaise with parents so that home and school can work in partnership
- correct misleading ideas which may arise from myths, folklore and other confusions
- raise awareness of the value of equal opportunities for males and females
- help children to understand their rights and to be able to identify and reject unwanted touch or advances and to communicate such matters.

### **Confidentiality and Serious Concerns**

Whilst open and honest discussion should be encouraged, no child or adult must feel under pressure to discuss personal experiences.

Questions must be answered by staff in a sensitive and honest way, but there may be occasions when a member of staff finds it appropriate to reply that a more suitable moment should be found to answer a specific point or to suggest that the child may wish to ask his/her parent/s.

Opportunities must be found to respond to individuals seeking advice in a discreet but open part of the school and a second member of staff should be within earshot to avoid placing teachers in a compromising situation.

Whilst offering support to individual pupils, staff must not undertake to regard any aspect of such conversations as wholly confidential as it may be necessary to inform parents or others of serious concerns.

Any serious concerns with respect to an individual child must be referred to the Headteacher. Should the Headteacher decide that parents need to be informed, they will be invited to come to school to discuss the matter.

### **Visitors**

Visitors always work within school policy and alongside the teacher in the classroom

### **Parental Right of Withdrawal**

The National Curriculum for science requires that pupils should be taught that there are life processes common to all animals and this includes the main stages of the human life cycle. All parents have a right to withdraw their child from all or part of sex education outside the National Curriculum.

### **Information for Parents**

Current and prospective parents will be fully informed of the content of sex education by the school and notified of their right to withdraw their children from all or part of sex education outside the National Curriculum. Parents must contact their child's class teacher or the Headteacher to discuss their concerns if they would like to exercise their right of withdrawal. The school will keep a register of pupils who have been withdrawn. The school will seek to discuss requests for withdrawal made by the parents so that any

misunderstanding about the nature of the sex education provided by the school can be resolved. Pupils who have been withdrawn will be provided with activities to support ongoing work in other curriculum areas.

Before the programme begins, all parents will be invited to a consultation meeting with staff and governors. This will be their opportunity to learn more about the programme, to view the materials that will be used and talk with the staff involved.

### **Special Needs**

All children are valued equally, regardless of their abilities or behaviour. Support will be given to children with S.E.N.D when needed.