



## **Sex and Relationship Education Policy (SRE) at Geoffrey Field Junior School**

*This policy was revised in July 2016 by the PSHE co-ordinator, in consultation with staff and the head teacher. It should be read in conjunction with the school's Teaching and Learning policy, Anti Bullying Policy, Safeguarding Policy and PSHE policy and was revised in the context of relevant statutory and non-statutory advice and information including DfEE Guidance document, Sex and Relationship Education Guidance (ref DfEE 0116/2000), SRE for the 21st Century (Supplementary Advice to the government SRE guidance, produced in 2014 by Brook, the PSHE Association and the Sex Education Forum with the aim of supporting schools with issues that have arisen since 2000)*

### **Introduction**

This policy is a working document which provides guidance and information on all aspects of SRE in the school for staff, parents/carers and governors. This document is accessible to all of these groups. It is published on the school website and copies will be made available on request.

### **Aims and objectives**

The DfEE Guidance document, Sex and Relationship Education Guidance (ref DfEE 0116/2000) states:

*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 learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.*

Sex and Relationship Education at Geoffrey Field Junior School is taught within the context of our PSHE curriculum. Within the three broad themes of Myself and Others, My World and My Body, the children are encouraged to ask questions, become informed, explore ideas, practise strategies and reflect on their learning; helping to prepare them for the opportunities, responsibilities and experiences of adult life.

(cf SRE curriculum – appx 1)  
(cf PSHE curriculum (appx 2)

## **Organisation, planning and delivery**

The SRE curriculum will be delivered in the context of:

- the setting of ground rules to foster trust, security and openness.
- a trusting, safe atmosphere where questions can be asked and answered openly and without embarrassment, when appropriate.
- the provision of information which is clear, relevant and appropriate to the age and maturity of pupils.
- the teaching SRE as an integral part of our PSHE programme.

Specific ground rules for this work will clarify boundaries for pupils, including:

- understanding that members of staff cannot promise confidentiality if concerns exist.
- use of appropriate language
- personal questions should not be asked
- pupils should not give out personal information in class
- teachers will acknowledge if they do not know an answer to a question
- teachers may sometimes require time before giving a response
- if a child is looking for advice the teacher will encourage them to seek advice from their own parents or guardians where possible

Dealing with questions:

Teachers will encourage questions and answer them as openly and honestly as they can. A question may be of general interest to the whole class; however if it requires explicit information appropriate only to an individual, the teacher will not respond to the whole class but to the individual as appropriate.

Pupils' questions will be answered according to the age and maturity of the pupils concerned.

'Inappropriate questions': when children are testing boundaries and have no interest in the answer. In this case, teachers will not answer questions, and explain that they are inappropriate.

'Concerning questions': these could possibly be indicative of safeguarding issues. In this case, teachers will follow the school safeguarding procedures.

'Genuine questions': the child has a genuine but age inappropriate question. In this case, the child's question will be acknowledged, with a promise to return to it later. The class teacher will then consult with the child's parents.

The scheme of work covers aspects which are designed to be covered in mixed sex groups. There should be opportunities (particularly in Module 3) for children to be given the opportunity to discuss or ask questions in single sex groups

#### Confidentiality and Safeguarding:

Children will understand that members of staff cannot promise confidentiality if concerns exist. Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being, or being likely to be, involved in sexual activity or abuse then the teacher will take the matter seriously and deal with it as a matter of child protection, following the school's Child Protection Procedure.

#### **Monitoring and assessment**

There are two strands of assessment:

Teacher - with reference to clear learning objectives for each activity

Teacher and child – reflection on their learning and the outcomes of the activity

Monitoring of the teaching of SRE will include subject interviews with pupils and teaching staff and scrutiny of children's work. This will take place within each academic year, be discussed with the relevant members of staff and reported to the head teacher.

The policy will be monitored annually by the head teacher and the governors.

The policy will be reviewed biannually unless there is new legislation or guidance from the government.

#### **Equal Opportunities Statement**

The school is committed to the provision of SRE for all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths, educational needs and family backgrounds.

#### **The role of parents**

The primary role in children's sex education lies with their parents / carers.

The school seeks to build a positive and supportive relationship with parents through mutual understanding, trust and co-operation.

In promoting this objective we:

- inform parents about the school's SRE policy and practice;
- answer any questions that parents may have
- take seriously any issue that parents raise with teachers or governors about SRE policy or curriculum

## **Specific Issues within SRE – Withdrawal**

Parents/Carers have the right to withdraw their children from all or part of the SRE curriculum provided at school (except for those parts included in statutory National Curriculum). Those parents/carers wishing to exercise this right should make it clear which aspects of the programme they do not wish their child to participate in and discuss this with the head teacher, to explore concerns and discuss the impact that withdrawal may have on their child.

## **The role of the head teacher**

It is the responsibility of the head teacher to ensure that staff, parents and governors are informed about the school's 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 teach effectively and sensitively. If external agencies are invited to provide additional information / guidance, the head teacher will ensure that all adults who work with children on these issues are aware of the school policy, and work within its framework.

Reviewed April 2017

Monitoring: April 2018

Next review: April 2019

SRE CURRICULUM (appx 1)

The Department of Health set out its ambition for all children and young people to receive high quality SRE in its Framework for Sexual Health Improvement 2013. Following this, when the

Department for Education published the new National Curriculum, they emphasised the statutory requirement to provide a balanced and broad wider school curriculum, and the need for SRE through all key stages.

To be most effective SRE needs to start early so that children learn to talk about feelings and relationships, and are prepared for puberty before it happens to them.

The Department for Education has encouraged schools to develop their own SRE lesson content with support from expert sources; our core resource is the online SRE programme 'Growing up with Yasmine and Tom', which is produced by the FPA.

Sex and Relationship Education at Geoffrey Field Junior School is taught within the context of our PSHE curriculum (appx 2).

(PSHE unit : My Body : Summer term 2) (Years 3 and 4 Yasmine and Tom - module 2) (Years 5 and 6 Yasmine and Tom - module 3)			
Year 3	Year 4	Year 5	Year 6
Meet Yasmine and Tom Setting up a working agreement / ground rules  Life cycles : -growing up and getting older - me, myself and I  My body: - body parts	Meet Yasmine and Tom Setting up a working agreement / ground rules  My body: - body parts (revision) - keeping clean  Feelings: - expressing our feelings - managing our feelings	Setting up a working agreement / ground rules  Feelings: - how easy is it to talk about... - talking to people about how we feel  Relationships: - trust - peer pressure	Setting up a working agreement / ground rules  My body: - puberty - wet dreams - periods
Gender stereotypes: - jobs we do - mothers and fathers  <b>Keeping safe:</b> - personal space - identifying risk - People who can help me  <b>Online technology safety :</b> -photos of myself on line - taking care online - who can help us?	Relationships: - what makes a good friend - getting on with your family  <b>Keeping safe:</b> - personal space - identifying risk - People who can help me  <b>Online technology safety :</b> -photos of myself on line - taking care online - who can help us?	Life cycles: - how babies are made - assisted fertility - multiple births - how babies are born  <b>Assertiveness:</b> - saying no - keeping safe - good and bad touch  <b>Online technology safety:</b> -social networking and sending pictures -cyber bullying	Gender stereotypes: -discrimination and equal opportunities - sexual orientation  <b>Assertiveness:</b> - saying no - keeping safe - good and bad touch  <b>Online technology safety:</b> -social networking and sending pictures -cyber bullying

Appx 2:

<b>PSHE LTP 2015-16</b>		MY SELF & OTHERS    MY BODY    MY WORLD	MENTAL HEALTH AND WELLBEING
AUTUMN 1		Staying safe : Friendships	Understanding my feelings

AUTUMN 2	MY SELF & OTHERS	E safety Road and rail Fire Water Staying well Lost/worried/frightened	Managing my feelings Understanding the feelings of others Friendship Social skills
SPRING 1	MY WORLD	Democracy and citizenship Prevent Community cohesion (British values)	Belonging Making choices Working together
SPRING 2			
SUMMER 1	MY BODY	Healthy eating, healthy lifestyles Alcohol, tobacco, drugs education SRE	Making choices Setting and reaching a goal Persistence Optimism Resilience Mind set
SUMMER 2			
<i>Drop-in days/focus weeks/cross-curricular units</i>		<i>Anti-bullying</i>  <i>Economic awareness/Enterprise Work place/ Inspire</i>  <i>Environmental awareness (eco warrior week)</i> <i>Door day</i> <i>Lovely lunchtimes</i>	<i>Standing up for myself</i> <i>Resolving conflict</i>  <i>Setting and reaching a goal</i> <i>Persistence</i> <i>Optimism</i> <i>Resilience</i> <i>Mind set</i>