

Hamp Community Junior School

Policy for Sex and Relationship Education

Reviewed October 2009

Signature

Approved Date

Hamp Community Junior School is an average sized junior school for boys and girls from seven to eleven years old. The children are of mixed ability with a high percentage of children on the Special Needs Register.

The school serves a well-established estate and almost all pupils previously attended the Infant School on the same campus and subsequently transfer to The Blake School for their secondary education.

The Philosophy of the school.

The school aims to provide a stimulating and caring environment in which each child may experience high standards of education and preparation for the future, working in partnership with parents and carers and the local community. The Policy for Sex and Relationships Education is in accordance with this philosophy.

The social, ethnic and religious mix of the school.

Hamp Community Junior School aims to fulfil the educational needs of as wide a group of children as are represented in the local community. The children come from a varied cross section of the local community and represent different social, ethnic and religious values, beliefs and customs.

Special Needs abilities of pupils.

Physical disability.

Hamp Community Junior School has been designed to be inclusive ie: to fulfil the educational need of disabled children.

The Co-ordinator for the policy for Sex and Relationships Education.

The PHSE, Citizenship and Pastoral Care/ Child Protection Co-ordinator will work alongside the Special Educational Needs Co-ordinator and Science Co-ordinator in the development of the school's policy concerning the welfare and educational needs of all the children at Hamp Community Junior School. Advice will be taken from the appropriate sources and, where necessary, the policy will be adapted to meet each child's needs as an individual.

Policy, formation and consultation process.

The policy has been written following the DfES guidelines.

The draft policy is presented to the Governors and needs to be agreed by the Curriculum Committee before it can proceed. The draft policy will then be presented to the teachers for their feedback. The next stage is a consultation with parents or guardians. This should be in the form of an open evening where the policy is presented to the parents and guardians with the opportunity to ask questions of the teachers, governors and others within the community involved with Sex and relationships education. The final stage is for the policy to be agreed by the full governing body.

The issues which have been considered in the writing of this policy can be contained under the following broad headings:

- ❖ Withdrawal from sex and relationship education lessons
- ❖ Use of external visitors
- ❖ Resources
- ❖ Ideas for involving parents and guardians
- ❖ Involving members of the local community
- ❖ Special educational needs
- ❖ Time allocation
- ❖ Teacher responsibility

Aims and Objectives of the sex and relationships curriculum:

- ❖ To reassure children of their value and self-worth including aspects of dignity, self-respect and self-restraint
- ❖ To nurture a responsible attitude towards personal relationships including aspects of mutual respect and care and to develop sensitivity towards the needs of others encompassing fidelity and loyalty.
- ❖ To provide knowledge of loving relationships, the value of family life and their importance for the nurture of children
- ❖ To provide knowledge of human reproductive processes and physical development
- ❖ To inform children on matters of personal hygiene and health related issues
- ❖ To encourage exploration of values and moral issues taking into account physical and moral risks associated with certain behaviour
- ❖ To empower children to make informed choices and to understand that their actions have consequences.
- ❖ For children to be able to recognise the pressure of unwanted physical contact and/or bullying and develop strategies for avoiding same
- ❖ For children to be able to identify adults they trust and who they can ask for help.

Learning outcomes: taken from 'Sex and Relationships', Ofsted Report, 2002
By the end of Key Stage 2

4	Pupils will be able to	
a	Express opinions, for example, about relationships and bullying	
b	Listen to, and support others	
c	Respect other people's viewpoints and beliefs	
d	Recognise their changing emotions with friends and family and be able to express their feelings positively	
e	Identify adults they can trust and who they can ask for help	
f	Be self-confident in a wide range of new situations, such as seeking new friends	
g	Form opinions they can articulate to a wide variety of audiences	
h	Recognise their own worth and identify positive things about themselves	
i	Balance the stresses of life in order to promote both their own mental health and well being and that of others	
j	See things from other people's viewpoints, for example their parents and carers	
k	Discuss moral questions	
l	Listen to, support their friends and manage friendship problems	
m	Recognise and challenge stereotypes, for example in relation to gender	
n	Recognise the pressure of unwanted physical contact, and know ways of resisting them	

5	Pupils will know and understand:	
a	That the life processes common to humans and other animals include growth and reproduction	
b	About the main stages of the human life cycle	
c	That safe routines can stop the spread of viruses including HIV	
d	About the physical changes that take place at puberty, why they happen and how to manage them	
e	The many relationships in which they are all involved	
f	Where individual families and groups can find help	
g	How the media impact on forming attitudes	
h	About keeping themselves safe when involved in risky activities	
i	That their actions have consequences and be able to anticipate the results of them	
j	About different forms of bullying people and the feelings of both bullies and victims	
k	Why being different can provoke bullying and know why this is unacceptable	
l	About, and accept, a wide range of different family arrangements, for example	
m	Second marriages, fostering, extended families and three or more generations living together	
6	Pupils will have considered:	
a	The diversity of lifestyles	
b	Others' points of view, including their parents' or carers'	
c	Why being different can provoke bullying and why this is unacceptable	
d	When it is appropriate to take a risk and when to say no and seek help	

e	The diversity of values and customs in the school and in the community	
f	The need for trust and love in established relationships	

This will support the following school policies:

- ❖ Equal Opportunities Policy
- ❖ Education for Ethnic Diversity Policy
- ❖ Behaviour Policy
- ❖ Anti-bullying Policy
- ❖ Statement of School Philosophy, Aims and Objectives
- ❖ Health and Safety Policy
- ❖ Personal, Health and Social Education and Citizenship Policy
- ❖ Inclusion Policy

Moral and Values Framework

The Sex and Relationships Education Policy will be sensitive towards the established morals and values framework of all the major world religions and philosophies. In its implementation, it will draw from the practical experiences of those who represent the various religious and philosophical groups within the local community. The Sex and Relationships Education Policy will be complimentary with the Religious Education Policy of the school.

Content Headings for School Sex and Relationships Education Programme

Governors and teaching staff will take particular care to ensure that the teaching materials used will be of a very high quality and that they, and the aspects of the topics covered, will be appropriate to the needs and ages of the pupils at Hamp Community Junior School, within the context of moral considerations and the value of family life.

The content outline is as follows:

- ❖ Family Life Information about many family patterns to include, if asked, single parents, extended families, gay parents and different religious and cultural backgrounds
- ❖ The human body Biological information including that about sexual organs and sexual responses
- ❖ Reproduction Conception, pregnancy, birth, childcare and parenthood.
- ❖ Human development Childhood and ageing, puberty and adulthood, menstruation and menopause (to include hygiene)
- ❖ Risks Unwanted pregnancies, sexually transmitted diseases (HIV and AIDS), information on how to resist unwanted sexual advances.

Equal Opportunities

In support of the Equal Opportunities Policy all of Hamp Community Junior School, pupils, regardless of age, ability, sex or race will have the same opportunities to benefit from the sex and relationships education resources and teaching methods. Resources and teaching methods will be adapted where appropriate and meet individual needs.

Who will teach it?

All teaching staff (class teachers) will teach the factual content. All members of staff will answer direct questions and will be aware of the Sex and Relationships Education Policy. There will be discrete input from external visitors and Health Professionals at appropriate stages.

When a Supply Teacher is covering for a long term absence they will have the opportunity to establish a trusting relationship with the class and will work closely with the staff from that Year Group in the planning, delivery and support for those lessons.

In the case of short term cover the lesson will either be deferred until the Class Teacher's return or a permanent member of staff who knows the class well will take the lesson.

Training provision

There will be INSET training provided in school. Staff will attend parents meeting.

Methodology and Approach

There will be a whole school approach from Year 3 to Year 6. This subject will be taught in a cross-curricular way, encompassing all the elements within the National Curriculum as well as expanding more broadly into human relationships, human and physical development and reproduction, risks of sexual activity and sexuality.

In Years 5 and 6 it will also be taught discretely in both whole class, smaller groups and single sex groups.

Teachers and School Nurses will answer children's direct questions in an open and factual way. Ground rules will be established (as recommended in SRE Policy Guidance):

- ❖ No-one (teacher or pupil) will have to answer a personal question
- ❖ No-one will be forced to take part in a discussion
- ❖ The only language used will be easily understood and acceptable to everyone in the class
- ❖ Only the correct names for body parts will be used
- ❖ Meanings of words will be explained in a sensible and factual way

Pupils will be involved in the setting of these rules. Distancing techniques will also help avoid the inappropriate disclosure of information. These may include case studies, role play and speaking in the third person.

Teachers will not enter into discussions about personal issues and lifestyles. Governors and teachers have agreed that teachers will answer all children's questions relating to sex and relationships education.

Dealing with a difficult question:

- ❖ If the question is too explicit or inappropriate, the teacher will attend to it later, on an individual basis and a decision will be taken whether or not to inform the child's parents/carers.
- ❖ If a child makes a disclosure that causes the teacher concern then they should follow Child Protection Procedures established within the County (See 'Child Protection Handbook', 2000 Somerset Area Child Protection Committee)

Specific Class Arrangements

Most sex and relationships education will be taught in mixed classes. Children will know that they are free to question further and discuss issues with their own or another teacher or the School Nurses. In Year 6, small, single sex groups will have the opportunity to meet with the School Nurses following the whole class lessons for questions and issues they might wish to discuss or clarify. This also helps with transition to Secondary School where School Nurses are available at 'drop-in' sessions for pupils to access support and help with health, sex and relationship issues.

Curriculum Entitlement

Due to the cross-curricular nature of the subject, it will be discussed or taught as and when it arises through normal curriculum work. It is therefore not envisaged that we will have 'one off' or isolated lessons other than those where a health professional is invited to address the children. Children with special educational needs relating to sex and relationships education will have their needs addressed both within the class and, where appropriate, on a one-to-one basis.

Procedures for Reviewing the Effectiveness of the programme

Topics will be reviewed weekly through short term plans and termly through long term plans. Staff and governors will review the Sex and Relationships Policy annually. Parents will be invited to comment at each review.

Resources and Criteria Used for their Selection

All resources will be chosen by the Sex and Relationships Co-ordinator in consultation with the School Nurses, Science Co-ordinator, teachers and governors. Advice will be taken from area advisors etc. Parents' comments will be taken into consideration.

Scheme of Work

Loving, caring and supportive relationships and family life.	Year 3 to Year 6
Stranger danger, saying 'no', making your own decisions about your body, touches you don't like	Year 3 to Year 6
Resisting abuse, dealing with unwanted sexual advances	Year 5 to Year 6
Information about the human body and sexual organs. The use of proper terms.	Year 3 to Year 6
Hygiene.	Year 3 to Year 6
Sexual responses~ puberty, mood changes, the 'mechanics', wet dreams, masturbation, menstruation and the menopause.	Year 5 to Year 6
Human development~ childhood, babies growing, ageing and adulthood.	Year 3 to Year 6
Reproduction, conception, birth, pregnancy~ Lower Key Stage 2 to include Life Cycles of frogs etc. Upper Key Stage 2 to include human reproduction.	Year 3 to Year 6 Year 5 to Year 6
HIV and AIDS ~ not picking up anything harmful, precautions regarding cuts etc(see Drugs Policy re: needles etc) ~as sexually transmitted diseases	Year 3 to Year 6 Year 5 to Year 6
Information about the wide range of family patterns.	Year 3 to Year 6

*Certain topics such as homosexual parents and conception may be addressed openly and honestly, and in accordance with the philosophy, aims and objectives of the school if children who are mature enough genuinely ask about them.

Guidance from DfEE 2000 (Ref 0116/2000) makes it clear that ~

'teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. There should be no direct promotion of sexual orientation'

County Guidelines go on to state that ~

'it would be insensitive if gay, lesbian, bisexual and transgender issues were only addressed in limited or negative contexts or prejudice eg teaching about HIV or AIDS. The school will therefore seek to take account of different sexual orientations throughout Sex and Relationships Education. For example there may be a number of occasions where, in order to avoid

the impression that programmes are based on the assumption of heterosexuality, it is appropriate to use inclusive language such as 'partner' rather than 'boyfriend/girlfriend'

Homophobic bullying is totally unacceptable. (See Anti-bullying Policy - all teachers are aware of this policy and a copy is available on request.)

Specific Issues

Child Sex Abuse Procedure

- ❖ If a child makes a disclosure that causes the teacher concern then they should follow Child Protection procedures established within the County
(See 'Child Protection Handbook', 2000 Somerset Area Child Protection Committee)

The Child Protection Procedures as laid down in the 'Child Protection Handbook' 2000 Somerset Area Child Protection Committee will be followed. All referrals, whatever their origin, must be taken seriously and must be considered with an open mind, which does not pre-judge the situation.

The procedures adopted for handling cases of neglect, physical, emotional, sexual abuse and failure to thrive involving children and young persons, are based on the principle that the interests and welfare of the child or young person are of paramount importance. Confidentiality must not prevent action if the child is 'at risk'. Teachers will listen sympathetically to anything a child tells them in confidence. However, if a teacher feels that a child is 'at risk' then the appropriate people will be contacted in accordance with the above Child Protection Handbook, a copy of which is available for parents in school.

Child Withdrawal Procedures

Sex and Relationships Education at Hamp Community Junior School is to be taught across the curriculum and it will not be possible to separate out all the Sex and Relationships lessons. There will, however, be specific lessons when Health Professionals will be invited to address the children in the presence of the class teacher. Notification will always be sent to parents in advance of such lessons.

'If, as a parent/carer you feel it necessary to withdraw your child, please arrange to come to the school to discuss your concerns with the Headteacher'.

In the event of a child being withdrawn from a lesson that child must stay in school and will be assigned to another class until the Sex and Relationships lesson is over.

Complaints Procedure

If you have any cause for concern about the Sex and Relationships Policy please come in to the school to resolve the problem, as soon as possible, with the Headteacher or appropriate staff.

In the unlikely event that the concern cannot be dealt with, the governors and then the LEA can be contacted.

Procedures for the Involvement of Health Professionals and Visitors

All visiting Health Professionals and other visitors will only be involved in the implementation of the Sex and Relationships Policy after detailed consultation concerning lesson content and method of teaching. The Class Teacher will remain in the lesson throughout.

The school follows guidance set out in 'School Use of Visitors and Outside Agencies in Health Promotion' published by the Somerset Healthy Schools Team 2001.

NB 'Visitors' - In the past we have had the Community Police Officer talking to all classes following a child being assaulted on the Estate. We have also had a speaker from the NSPCC in Assembly as well as in classes.

Working with Parents

Consultation will be undertaken with the parent body prior to the formal document being submitted to the full governing body for approval. Local health care professionals will be invited to take part in the presentation of the document to parents to provide any necessary information and support.

The policy will be available in school for all parents to inspect and details of the policy will be included in the school's annual prospectus so that parents of potential pupils are fully aware of the school's position in this matter.

The policy will be presented annually to parents, again whenever possible with the involvement of local healthcare professionals.

Dissemination of the Policy

A copy of the policy will always be available for parents in the school office.

The policy will be presented to all staff and a copy made available to them.

The policy will be presented at an open evening where it will be available for parents/carers and guardians. Copies of the policy will be sent to those parents/carers and guardians who request it.

A copy of the policy will be kept in the school office and will also be available from the Headteacher.

Review Date of this Policy

Target Review Date	Date Reviewed	Action Required	Signature
Spring 2009	September 2009		
Spring 2010			

Signed:.....

Position held:.....

Date

Contacts:

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