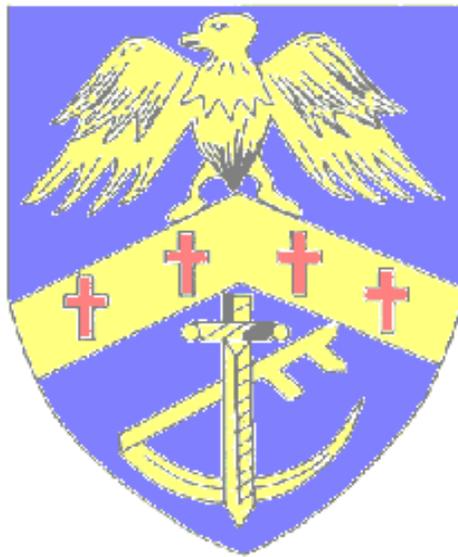


SUNNYMEDE JUNIOR SCHOOL

Relationships and Sex Education Policy



Ratified by Governing Body: October 2013
This review: November 2017
Review: Bi-annually
Next Review: November 2019

Review date	Headteacher's signature	Chair of Governor's signature
November 2017		

OUR VISION

Our vision is that all our children leave our school equipped with the knowledge, skills and personal attributes to make them independent, well-rounded individuals and valued citizens of the future. We aspire for them to be reflective and confident, making wise and informed choices as they journey through life, making positive contributions in a global world. Our ultimate goal is for every one of our children to hold their heads up high, respect themselves and be respected by others.

MISSION STATEMENT

We provide a nurturing and stimulating environment where children appreciate the value of learning and discovery in all its forms. Through a **broad and balanced curriculum**, combined with **high quality teaching**, children have the opportunity to become successful learners, confident individuals and responsible citizens. As a junior school, we balance the **promotion of children's growing independence** with **mechanisms to support pupils appropriately** with their learning and personal areas of need. We **expect high standards of behaviour** and attitudes to learning from all members of the school community.

We believe that children achieve best when supported at both home and school. As such, we **encourage open and honest dialogue between parents and staff** and **urge parents to support with learning at home**, ensuring optimum intellectual, social, emotional and physical success.

It is important to us that our children feel safe, are listened to and feel proud to be part of our school. Mutual respect is integral to our ethos and all our children are valued as the individuals they are. We appreciate and **value diversity** and **maintain an ambience of tolerance and respect for all cultures and beliefs**.

OUR CORE VALUES

Our core values which, along with our motto, have been developed in consultation with pupils, parents, staff and governors, underpin our vision and our school motto, guiding everything we do. They are:

- Determination
- Honesty
- Independence
- Respect
- Responsibility
- Tolerance

What is Relationships and Sex Education?

At Sunnymede, we believe that Sex and Relationships and Sex Education (RSE) is life long learning about physical, moral and emotional development. It is about understanding the importance of respect, love, care, commitment and stable loving relationships for family life. It is also about the teaching of sex, sexuality and sexual health.

SRE has three main elements:

- Attitudes and values
- Personal and social skills
- Knowledge and understanding

Attitudes and Values

- Learning the importance of values, individual conscience and moral considerations
- 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

Knowledge and Understanding

- Learning and understanding physical development at the appropriate age
- Understanding human sexuality, reproduction, sexual health, emotions and relationships
- Learning the reasons for delaying sexual activity and the benefits to be gained for such a delay

Rationale

- A caring and developmental RSE programme needs to be more than just the fundamentals of reproduction. Young people want reassurance about their own body image, behaviour, feelings and relationships. They also need knowledge and skills appropriate to their level of maturity and developmental needs
- Pupils should have the opportunity to express themselves within a trusted and safe environment. They need to articulate their thoughts, doubts and anxieties in order that they can build the skills needed to make responsible decisions, communicate effectively and develop healthy and appropriate relationships
- The growth of self-esteem, developing a strong sense of self and taking responsibility for oneself and one's own actions is at the heart of our RSE programme. When young people feel positive and good about themselves, they are more likely to take care of themselves, think positively of other people and develop non-exploitative, caring relationships. They are also less likely to be exploited by others

Aims and Objectives

- To enable pupils to understand the process of human reproduction
- To enable pupils to be aware of personal, psychological, emotional and physical changes in themselves and others as they go through puberty
- To teach the children in a progressive manner, building on their knowledge, communication skills and understanding
- To teach the children to respect themselves and others' thoughts, feelings and bodies and to be responsible for themselves and their own actions
- To generate an atmosphere where pupils can discuss openly without embarrassment and where trust and confidentiality (see Child Protection section/Safeguarding policy) are ensured
- To enable pupils to understand the impact of external pressures, such as the media, Internet and peer groups and remain independent decision makers
- To enable pupils to develop the ability to form positive, non-exploitative relationships
- To emphasise the role and value of family life
- To enable older pupils to understand that various forms of contraception exist and can be used to prevent pregnancy and the spread of sexually transmitted diseases
- To enable pupils to know what is and what is not legal in matters relating to sexual activity
- To inform pupils, whenever necessary, where they can go for further information and advice

Staff responsibilities

There needs to be a whole staff commitment to the teaching of RSE, providing a consistent approach throughout the school in keeping within the principles of this document. This must be implemented by all teaching and support staff. All teaching staff will be responsible for teaching RSE. The member of staff who has specific responsibility for leading Personal, Social and Health Education and Citizenship (PSHEC) and RSE will:

- Ensure that RSE is clearly specified in the Curriculum Plan
- Advise and support other staff
- Ensure that appropriate teaching resources are available
- Contact parents e.g. sending informative letters regarding the RSE programme when necessary and arranging briefing sessions for parents

How We Organise RSE: Management and Delivery

The objectives of our RSE programme will be met with a graduated, age appropriate programme running from Year 3 to Year 6. It will be delivered in the context of the PSHEC programme; within this there will be specific elements that are clearly a discrete part of the RSE programme. A number of PSHEC sessions in each year group have been allocated specifically to the coverage of the RSE programme (see our scheme of work for more specific detail). Each year group has been allocated age appropriate topics that will build on pupils' skills and understanding each year. In addition, some aspects will be covered through the Science curriculum. This will be related to relevant material in the PSHEC-RSE programme.

Teaching Strategies

A variety of teaching methods will be used to fulfil the above objectives and cover the scheme of work planned for RSE. Methods used will encourage thoughtful reflection and discussion, such as the use of 'Circle Time'. Techniques such as 'Draw and Write' will be used for needs assessment.

The main strategies used will be:

- Establishing ground rules with the pupils
- Using 'distancing' techniques
- Knowing how to deal with unexpected questions and comments
- Using discussion and appropriate materials and resources
- Encouraging reflection

Ground rules - A set of clear ground rules will be agreed between each class and their teacher at the beginning of any RSE topic in order to establish a safe environment for pupils to discuss their views. Such ground rules could include, for example, 'no-one (teacher or pupil) will have to answer a direct personal question', 'no-one will be forced to participate actively (they will be expected to listen) in a discussion', 'there should be no 'put downs' or disrespectful remarks/behaviour', 'pupils and staff should listen to each other with respect', 'only correct names for body parts will be used' etc.

Distancing techniques - Embarrassment of teacher or pupil can be avoided by depersonalising discussions. Role play, invented characters, use of question boxes or appropriate videos can all help pupils to discuss sensitive issues more effectively and in a safe environment.

Dealing with unexpected questions - In accordance with the guidance, pupils' questions will be dealt with honestly and sensitively and in a supportive way. If the question is too personal, the pupils should be reminded of the agreed ground rules and the discussion can continue. If the teacher does not know the answer to the question, this should be acknowledged and a suggestion made that both the teacher and pupil could find out the answer. The teacher may feel more confident in handling

questions if a 'question box' is set up. Pupils may post questions prior to the session to enable staff to prepare appropriate answers.

If the question is too explicit, is inappropriate for the whole class or raises concerns about sexual abuse, the teacher should acknowledge the question and tell the pupil that it will be dealt with on an individual basis later. In this way, the pupil will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information. To maintain trust and respect, the teacher must remember to talk with the pupil later. The response given may be to tell the child that this is something about which they'll learn when they are older when it is more appropriate for them, but if they are unsatisfied with the given response, it will be suggested that it is an area that they should discuss with their parents.

If any teacher is concerned that a pupil is at risk from sexual abuse, they should report the incident immediately to the Headteacher or Deputy Head and the school's child protection procedures will be followed.

Use of discussion - Research into what makes SRE effective shows that discussion is enjoyed and valued by all pupils and encourages learning. Active learning gives them the opportunity to draw on previous knowledge, practise their social and personal skills, consider their own beliefs and attitudes about different topics, reflect on their new learning and plan and shape future action.

Encouraging reflection - Reflection is crucial for learning to take place as it consolidates what pupils have learned and enables them to form new understanding, skills and attitudes. Teachers will encourage pupils to reflect after discussions by asking questions such as: 'What did you learn about yourself today?', 'What did you learn from others in the discussion that had a different view to you?', 'What else do you need to think or learn about?' etc

Equal opportunities

The planned programme for RSE is inclusive of **all** children, including those with Special Education Needs, and will be delivered to and discussed with the whole class.

Pupils with Special Needs will receive additional support for RSE according to their particular needs. Where there are problems of understanding, support staff will assist. Advice will be sought, as appropriate, from outside agencies for those pupils with Emotional and Behavioural Difficulties.

RSE will be taught in mixed gender groups across the school to ensure equal access to the information provided. In some cases, particularly with upper school pupils, and with discussions relating to personal development such as puberty, single sex discussion will also be offered. In these cases, the boys and girls will hold their discussion separately with a teacher or visiting professional, (usually the school nurse). The content of all discussions will be common to both groups to ensure that all pupils have access to the same curriculum and opportunities.

If it is not culturally appropriate for a pupil to discuss a particular issue as part of a mixed group, provision will be made for the pupil to take part in smaller, single sex discussions.

All pupils, whatever their developing sexuality, need to feel that RSE is relevant to them and sensitive to their needs. Teachers will be able to deal honestly and sensitively with sexual orientation and answer appropriate questions. There will be no direct or indirect promotion of sexual orientation.

Staff Training and Support

It is recognised that staff will need training and support to implement all aspects of the scheme. We are committed to in-service training for those involved in the delivery of RSE. The government stresses the importance of ground rules and clear boundaries in the teaching of RSE. It is stressed that teachers' personal beliefs should not influence the way in which RSE is taught; teaching of RSE should be in accordance with the policy. At Sunnymede Junior School, we recognise that individual members of staff may need assistance to deal with issues that give rise to conflict with their own values/beliefs.

Resources used and their selection

DVDs from the Channel 4 'Living and Growing' series are used to aid the delivery of the SRE programme in an attempt to depersonalise as many issues covered as possible. These DVDs include programmes suitable for all year groups. Staff viewed the programmes prior to use and carefully selected those which were appropriate to be shown to each year group. There is also a programme synopsis and some photocopiable worksheets accompanying each programme. The PSHEC Co-ordinator will select relevant and appropriate resources in consultation with colleagues.

How We Work With Parents/Carers

The involvement of parents/carers in their children's RSE is considered to be of immense value. We believe that we should work in partnership with parents/carers. In order to provide the parents with clear information, the school prospectus will include a section about RSE. The information included will advise parents/carers that they are most welcome to talk to staff about any concerns or questions that they have and that their first point of contact is the class teacher.

Mechanisms for consultation

In addition to the provision in the school prospectus, a range of methods will be used to consult with parents/carers and to engage them in their children's RSE:

- The medium term plans for each Year group and the RSE scheme of work will be published on the school's website for parents/carers to view
- Material and resources used for RSE will be available for parents/carers to view
- Parents/carers in Year 6 will be given the opportunity to view the DVD programmes that will be shown to their children during that academic year. Each parent/carer will have the opportunity to express his/her views after watching the programmes. In the event that a pupil's parent/carer does not take the opportunity to view the DVD programmes, it will be assumed that they are happy for their child to fully participate in the RSE programme.

Withdrawal from RSE lessons

Parents are entitled to withdraw their children from certain elements of the RSE programme if the content conflicts with their own personal or religious beliefs. Pupils may not be withdrawn from any part of the RSE programme that is also part of the National Curriculum for Science. In the rare case that a pupil is withdrawn, they will undertake work at their own level in another classroom in the school for the duration of the relevant discussions.

Parents/carers considering withdrawing their children from RSE will be advised to discuss their concerns with the class teacher who will:

- Clarify content of the programme
- Discuss the issues thoroughly and try to alleviate their concerns
- Highlight the advantages of receiving information and understanding from teachers and other professionals as opposed to other less reliable sources e.g. other pupils, media images
- If the class teacher is unable to address the issues as fully as is felt to be necessary or to alleviate concerns, they will refer parents/carers to a member of the Senior Management Team

Complaints Procedure

Complaints about RSE will be dealt with as set out in the school's Complaints Policy, which can be found in the school prospectus and on the school website. In the first instance, however, parents and carers should speak to the class teacher if they have any concerns about the delivery of RSE lessons.

Monitoring, evaluation and review

The teacher responsible for RSE (also the PSHEC Co-ordinator) will be responsible for monitoring the covering of the RSE programme in all year groups. The Headteacher and Deputy Head will also be responsible for monitoring the quality of planning and teaching during RSE sessions. The Co-ordinator will support colleagues with resources and ideas and ensure that up to date information/training is provided for all staff responsible for teaching RSE. The Co-ordinator is also responsible for evaluating the strengths and weaknesses in the subject and for updating the Policy and Scheme of Work accordingly.

The role of the school environment

At Sunnymede, we ensure that the whole school environment is consistent with the principles of respect for self and others and of the importance of communication, including:

- The use of devices such as 'question boxes', during RSE units of work, to enable pupils to have questions and concerns addressed privately
- Ensuring that all pupils know how to access members of staff and the school nurse so that they can talk to them.
- Ensuring that images used in posters and other décor give positive images.
- Not allowing sexist or homophobic behaviour to go unchallenged.

Provision for pubertal pupils

The taught curriculum set out in this scheme recognises that pupils should know about changes before they occur and that some will develop early. Teaching about pubertal change for both sexes will be taught to both sexes. Teaching of these topics will be designed to give the message that young people need not be embarrassed and to allay fears and concerns. In addition to what is taught, we at Sunnymede will:

- Ensure that there are facilities for disposal of sanitary wear
- Ensure that sanitary wear is available in school, is easily accessible with minimum embarrassment and that pupils can access toilets
- Ensure that pupils are able to access same-sex staff (where available) to talk to if they wish

- Provide particular support to parents/carers to enable them to talk to their children about puberty linked with what's being taught in school

Confidentiality

All pupils will be entitled to confidentiality when discussing any issues related to RSE. The only situation when this will not be possible is if the information given becomes a child protection issue. In these cases, the situation should be dealt with as outlined below.

Child Protection

At Sunnymede, we recognise that teaching RSE in school may give rise to disclosures and other indicators that raise concern about abuse. Staff will follow the required procedures for child protection as stated in the policy. The designated member of staff for child protection is the Headteacher or in her absence, the deputy head.

APPENDIX 1
Relationship and Sex Education Scheme of Work
RSE Units are delivered in the summer term in each year group

YEAR 3	
<p>Healthy and Safer Lifestyles 13</p> <ul style="list-style-type: none"> • How do creatures grow and change? • How are males and females different and what are the different parts called? • What can my body do and how is it special? • Why is it important to keep clean? • What can I do for myself to stay clean and how will this change in the future? • How do different illnesses and diseases spread and what can I do to prevent this? 	<ul style="list-style-type: none"> • Life cycles of animals and insects (growth and change) • Difference between males and females • Valuing the body's uniqueness and capabilities • Responsibilities for Hygiene <p>Living and Growing DVD Programme (Growing')</p>
YEAR 4 –	
<p>Healthy and Safer Lifestyles 17</p> <ul style="list-style-type: none"> • What are the main stages of the human life? • What changes have taken place in my life and what changes will take place in the future? • What does it mean to be 'grown up'? • What am I responsible for now and how will this change? • How do parents and carers care for babies? 	<ul style="list-style-type: none"> • Physical and mental changes • Stages of human life • Being grown up • My responsibilities • Parents' responsibilities
YEAR 5	
<p>Healthy and Safer Lifestyles 20</p> <ul style="list-style-type: none"> • How do our relationships change and develop as we grow older? • How do people change as they grow up? • What changes does everybody experience as they grow up? • What are male and female sexual parts called and what do they do? • What happens to the bodies of boys and girls when they reach puberty? • What influences my view of my body? • How can I keep my growing and changing body clean? • How can the spread of viruses and bacteria be stopped? • What is HIV? 	<ul style="list-style-type: none"> • Relationships • Names of sexual parts • Puberty • Physical change • Menstruation • Developing body image • Changing hygiene routines • Viruses and bacteria <p>'Living and Growing' DVD programme ('Changes')</p>
YEAR 6	
<p>Healthy and Safer Lifestyles 24 Sex and Relationships Education</p> <ul style="list-style-type: none"> • What changes do girls undergo during puberty? • What is feminine hygiene? • What changes do boys undergo during puberty? • How are babies made? • What is meant by sexual intercourse? <p>What are the changes that take place when an egg has been fertilised?</p> <ul style="list-style-type: none"> • How can I express my feeling positively as I grow up? • When am I responsible for how others feel? • What should adults think about before they have a baby? • What are families like? 	<ul style="list-style-type: none"> • Human lifecycle • Sexual reproduction • Changing emotions • Responsibility for others • Love and marriage • Families <p>'Living and Growing' DVD programmes ('Girl Talk', 'Boys Talk', 'How babies are made', 'Let's Talk about Sex')</p>

This policy was reviewed by the Co-ordinator in the Autumn term 2015 and will be reviewed bi-annually.

