



Tenterden Church of England Junior School
Perseverance Faithfulness Respect Love

'With God as our companion, we learn, grow and flourish'



Tenterden Junior School

Sex and Relationship Education Policy

Policy Approved: June 2017

Policy Reviewed: October 2019

Review Date: October 2020

Our Vision

As a welcoming Church school we aspire to provide care and support for each other and the wider community. Through the practical application of Christian values and a positive growth mind-set our pupils challenge themselves to be independent, inquisitive and knowledgeable; a positive influence on society.

Aims

1. The aims of sex and relationship education (SRE) at our school are to:
 - Meet the requirements of the DfES guidance (DfEE 0116/2000)
 - Provide a framework in which sensitive discussions can take place
 - Help and support children through physical, emotional and moral development
 - Prepare pupils for puberty: to give them confidence to move from childhood through adolescence to adulthood
 - Help children understand the importance of health and hygiene
 - Help pupils develop feelings of self-respect, confidence and empathy
 - Give children the skills and understanding to have the confidence to approach their relationships in a positive way.
 - To be aware of gender identities.
 - To equip pupils with knowledge to make informed decisions about their wellbeing, health and relationships.
 - Teach pupils the correct vocabulary to describe themselves and their bodies, to ensure they are aware of personal space and their right to privacy.
 - Teach children within a framework that holds our Christian School Values at its core.

2. Statutory requirements SRE is not compulsory in primary schools. However, primary schools are required to teach the elements of sex education contained in the science curriculum.

If primary schools do teach SRE, they must have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.

At Tenterden Church of England Junior School, we teach SRE as set out in this policy, which is in accordance to DfEE guidance (2000).

3. Governors' Statement on Sex and Relationship Education.

Sex and Relationship Education is an integral part of our Personal Social and Health Education programme, an area which is considered important throughout our school.

We believe that sex and relationship education is an ongoing process, which should start in the home and continue at school. This process should happen in partnership with parents. A positive effort has and will continue to be made to inform and involve parents.

The school's programme of sex and relationship education will be embedded within the school's PSHE curriculum and will help children to respect themselves and others. The programme is tailored to the age and the physical and emotional maturity of the children and is delivered by the school staff.

Parents have the right to withdraw their children from all or part of any sex education provided, but not from the biological aspects of human growth and reproduction provided under the National Curriculum Science.

3. Definition

Sex and Relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, family life, respect, love and care. It is also about understanding and respecting the development of themselves and their peers and being aware of the next stage in their development.

4. Delivery of SRE

Rationale

At Tenterden C E Junior School we believe that PSHE and Citizenship education help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. Sex and Relationship Education is an integral part of PSHE. It is an intrinsic part of the physical, intellectual and emotional growth of an individual. Biological aspects of SRE can be taught within the science curriculum.

Provision

The resources that we use for our curriculum are based on those recommended by the PSHE Association. Children from Year 3 to Year 6 will be taught age appropriate content in a progressive way which enables children to build on previous learning and consolidate key concepts with

accuracy and confidence. The teaching and learning will be delivered by class teachers as part of the class curriculum. Our curriculum ensures children are supported in their transition to secondary school.

As a Church of England school, our SRE is set in a context which is consistent with the school's Christian ethos and values. It is based on inclusive Christian principles and values, emphasising respect, love, perseverance and faithfulness. The curriculum will be sensitive to the circumstances of all children and is mindful of the variety of expressions of family life in our culture.

Parents and carers are given the opportunity to view and discuss all resources which are used for the teaching of non-statutory SRE. They are able to borrow the resources and discuss these with their child at home if they wish either prior or following the teaching.

5. Roles and responsibilities

The Governing Body

The Governing Body will hold the headteacher to account for the implementation of this policy. The Governing Body has delegated the approval of this policy to the curriculum committee.

The Executive Headteacher and Head of School

It is the responsibility of the Executive Headteacher and Head of School to ensure that both staff and parents are informed about our SRE policy and that it is implemented accurately and consistently. The Headteacher will ensure all members of staff are given sufficient training so they can teach effectively and handle difficult issues with sensitivity within our Christian values. The Headteacher will also manage requests to withdraw pupils from non-statutory components of SRE.

Staff

Staff are responsible for:

- Delivering SRE in a sensitive way in line with our Christian values
- Modelling positive attitudes to SRE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of SRE

Pupils

Pupils are expected to engage fully in SRE and when discussing issues related to SRE, treat others with respect and sensitivity.

6. Parents' right to withdraw

Parents' have the right to withdraw their children from the non-statutory components of SRE. Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss

the request with parents and take appropriate action. Parents will be made aware that if, at a later date, they decide their children should be included in SRE lessons, it may not be possible for the school to teach missed units to their children. Alternative work will be given to pupils who are withdrawn from SRE.

7. Training

Staff are offered coaching and mentoring on the delivery of SRE as part of their induction and it can be included in our continuing professional development calendar where appropriate. The Headteacher can also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching SRE.

8. Safeguarding

Teachers conduct SRE lessons in a sensitive manner and in confidence. However, if a child makes reference to being involved, or likely to be involved, in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that he/she may have been a victim of abuse. If the teachers have concerns they will report their concerns to the Safeguarding Team as the school's Designated Safeguarding Leads who will in turn deal with the concerns following safeguarding procedures outlined in our Safeguarding Policy.

The content contained within the Year 6 curriculum covers online safety with reference to relevant issues raised by the internet and social media.

9. Monitoring arrangements

The delivery of SRE is monitored by the SLT through: lesson observations, learning walks, planning scrutiny and pupil and staff. This policy will be reviewed by SLT. At every review, the policy will be approved by the Governing Body.