



**The Grove Junior School
Sex and Relationships Education Policy (SRE)**

Date adopted by the Governing Body: January 2001

Date reviewed: November 2016

Date for review: November 2017

Headteacher: Maggie Clifford

Chair of Governors: Elly Tomlins

Held by School Improvement Committee

1 Introduction

- 1.1** Links to other key policies: Child Protection, Inclusion, Equal Opportunities, Anti – bullying, PHSE, Drugs Education
- 1.2** We have based our SRE policy on the DfE guidance document Sex and Relationship Education Guidance (ref DfE 0116/2000). In this document, SRE is defined as 'learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health'. SRE is part of the personal, social and health education curriculum in our school. While we use SRE to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use SRE as a means of promoting any form of sexual orientation.

2 Aims and objectives

2.1 We teach children about:

- The physical development of their bodies as they grow into adults;
- The way humans reproduce;
- Respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
- The importance of family life;
- Moral questions;
- Relationship issues;
- Respect for the views of other people;
- Sexual abuse and what they should do if they are worried about any sexual matters.

3 Context

3.1 We teach SRE in the context of the school's aims and values framework. While SRE in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values that underpin all our work in school. In particular, we teach SRE in the belief that:

- SRE should be taught in the context of long term relationships and family life;
- SRE is part of a wider social, personal, spiritual and moral education process;
- Children should be taught to have respect for their own bodies;
- Children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- It is important to build positive relationships with others, involving trust and respect;
- Children need to learn the importance of self-control.

4 The Hertfordshire Healthy School Standard

4.1 We are a National Healthy Accredited School, which promotes health education. As participants in this scheme we:

- Consult with parents on all matters of health education policy;
- Train all our teachers to teach SRE;

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- Listen to the views of the children in our school regarding SRE;
- Look positively at any local initiatives that support us in providing the best SRE teaching programme that we can devise.

5 Organisation

5.1 We teach SRE through different aspects of the curriculum. While we carry out the main SRE teaching in our personal, social and health education (PSHE) curriculum, we also teach some SRE through other subject areas (for example, science and PE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

5.2 In PSHE we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty. For example, we tell the boys that their voices will change during puberty and we explain to the girls about menstruation. We encourage the children to ask for help if they need it. For more detailed information about the curriculum see year group long terms plans in our school Jigsaw Scheme.

5.3 In science lessons, teachers inform children about puberty and how a baby is born. For this aspect of the school's teaching, we follow the guidance material in the national scheme of work for science. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

5.4 In Year 6 we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children (as stated earlier in this policy).

5.5 We arrange a meeting for all parents and carers of children in Year 5 and 6 to discuss this particular programme of lessons, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching. In years 3 and 4 an overview of what is taught will be available for parents ahead of the lessons.

6 The role of parents

6.1 The school is well aware that the primary role in children's SRE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school 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 about the SRE of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for SRE in the school;

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- Inform parents about the best practice known with regard to SRE, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

6.2 Parents have the right to withdraw their child from all or part of the SRE programme that we teach in our school. If a parent wishes their child to be withdrawn from SRE lessons, they should discuss this with the head teacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

7 The role of other members of the community

7.1 We value members of the community working with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our SRE programme.

8 Safeguarding

8.1 If age inappropriate questions give rise to safeguard concerns then the appropriate safeguarding procedures will be followed. Similarly if a disclosure of abuse should take place staff will follow the CP procedures and each staff member understand their role in this.

9 The role of the head teacher

9.1 It is the responsibility of the head teacher to ensure that both staff and parents are informed about our 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 handle any difficult issues with sensitivity.

9.2 The head teacher liaises with external agencies regarding the school SRE programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

9.3 The head teacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

10 Monitoring and review

10.1 The School Improvement Committee of the governing body monitors our SRE policy. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee will give serious consideration to any comments from parents about the SRE programme, and will make a record of all such comments.