



The Godolphin Junior Academy

Sex and Relationship Education Policy 2016 - 2018

Approval

Signed by CEO and Federation Principal on behalf of the Board of Directors	Dr. Martin Young
Date of approval	September 2016
Date of review	September 2018

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Sex and Relationship Education Policy

The Governors affirm their policy that provision should be made for sex education within the academy.

Aims and Objectives

- We believe in promoting the spiritual, moral, cultural and physical development of our children congruent with their gender, culture, race, sexuality, faith and ability. We wish to prepare them for the opportunities, responsibilities and experiences of adult life and we work towards this aim in partnership with parents
- The National Curriculum for science requires certain aspects of sex education to be addressed in terms of the anatomy and physiology of human reproductive biology.
- All other aspects of human sexual behavior will be delivered through a planned programmed of study although there will be some isolated separate lessons for Year 6.
- The aim of this policy is to clarify the content and manner in which sex education is delivered in this academy.

Moral and Values Framework

- our programmed will reflect the academy ethos and demonstrate and encourage the following values:
 - Respect for self
 - Respect for others
 - Responsibility for own action
 - Responsibility for family, friends, the academy and the wider community
- we will enable the child to acquire information on how the body works, how a baby is conceived and born and how a child develops through to an adult.
- under the heading of relationships we also aim to help the child become more aware of the nature of body changes, not only in puberty, but also in the latter years of life.
- to understand how physical changes can have an effect on emotional and social feelings and relationships

Teaching Methods

- we feel that it is important that the children are actively involved in the processes, which will help them, prepare for the responsibilities and opportunities of adult life.
- we will provide activities for the children to develop communication and social skills in order to make informed choices and decision about relationships.
- Single or mixed gender groups will be used as deemed appropriate.
- Topics and themes will be repeated from year to year in greater depth, taking account of the child's development and maturity.

Organization of Sex Education

Delivery

- Taught by each teacher in each year group.
- Through planned aspects of science and Personal, Health and Social Education (PHSE) lessons.
- Through religious education lessons.
- Through the creative curriculum.
- Addressed occasionally in assembly time.
- Through occasional visits from the school nurse, parents and younger or older siblings.
- Through the use of story time, and show and tell time.
- Through the Family Links programme.

Resources

- A range of resources in each year group – Circle Time, PHSE and Science videos and ICT resources and books and photocopiable sheets are to be used.

Evaluation of the programme

- Statutory elements of sex education in the science curriculum will be assessed formally.
- Elements of health, physical growth, relationships and feelings will be assessed formally and informally in the PHSE and religious education curriculum.

The Role of Parents

The academy is well aware that the joint role in children's sex education of home and academy. We wish to build a positive and supporting relationship with the parents of children at our academy, through mutual understanding, trust and co-operation.

Parents have the right to withdraw their child from all or part of the non-statutory Sex and Relationship Education programmed (i.e. not the Science Programme of Study) that we teach in our academy. If a parent wishes their child to be withdrawn from sex and relationship education lessons, they should discuss it with the Principal and make it clear which aspects of the programme they do not wish their child to participate in.

For the parents of the children who are withdrawn, the Department for Education standard pack of information will be given.

Once a child has been withdrawn they cannot take part in sex and relationship education until the request for withdrawal has been removed.

The Role of Other Members of the Community

We encourage other valued members of the community such as the school nurse and other health professionals to work with us to provide advice and support with our Sex and Relationship Education Programme.

Child Sex abuse

- all staff should be conversant with Safeguarding, and Child Protection and Procedures Policy.
- the academy has guidance on dealing with child sexual abuse. If this is suspected, a teacher should report this to the Designated Teacher for Child Protection who then reports to the relevant authorities.
- Children and staff to be aware that inappropriate touching should not be tolerated and who they could talk to if they suspect this is happening.

Confidentiality

We believe that when dealing with incidents and suspicions, it is important that all relevant factors are noted as soon as possible.

Notes should be objective, stating facts only, statements made by all people involved at the time and the dates of the specific incident. We avoid any speculation.

Confidentiality is of prime importance, particular incidents should be discussed only with those dealing with the situation.

We must never make promises especially when information disclosed by a child may have to be passed on. Staff should raise their concerns with the Designated Teacher for Child Protection.

Note

This Sex and Relationship Education Policy should be read in conjunction with the following policies:

Child Protection and Procedures Policy

Science

PSCHE

Key Stage 2 – Sex and Relationships Education in the Curriculum		
PSCHE	Science	Questions to help pupils to explore SRE within the national curriculum
<p>Pupils should be taught:</p> <p>Developing confidence and responsibility and making the most of their abilities</p> <ul style="list-style-type: none"> To recognise as they approach puberty, how people’s emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way <p>Developing a healthy, safer lifestyle</p> <ul style="list-style-type: none"> About how the body changes as they approach puberty To recognise the different risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable and unacceptable That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong <p>Developing good relationships and respecting the differences between people</p> <ul style="list-style-type: none"> That their actions affect themselves and others, to care about other people’s feelings and to try to see things from their point of view To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships To recognise and challenge stereotypes That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability Where individuals, families and groups can get help and support 	<p>Pupils should be taught:</p> <p>Life processes</p> <ul style="list-style-type: none"> That the life processes common to humans and other animal include nutrition, movement, growth and reproduction <p>Humans and other animals</p> <ul style="list-style-type: none"> About the main stages of the human lifecycle 	<ul style="list-style-type: none"> How do I feel about physical and emotional changes at puberty? What skills do I need to cope with my feelings such as mood swings? How do boys’ and girls’ bodies change during puberty? What is the normal variation in our bodies – before and after puberty? How does puberty vary for each individual, including differences in age puberty starts and how puberty can be affected by disability or a medical condition? How is puberty part of my sexual development (including production of eggs/sperm)? How does the sperm and egg meet during sexual intercourse and can conception be prevented? What do I understand about the different ways in which people are able to show Love between parents/carers and children and between friends? What are some of the ways that people behave in a loving and happy relationship? What kinds of abuse could happen in relationships, including hurting feelings and violence? Are there different expectations about how girls and boys behave in relationships and what other choices do they have? What is sexist bullying and homophobic bullying and what skills do I need to do something about it? Who can I talk to if I am unhappy or worried?

Sex and Relationship

Scheme of Work

(Most of this is covered in the PSHE, RE and Science Scheme of Work)

Year 3 Ages 7-8	<ul style="list-style-type: none">• Understand ones own feelings – being kind, friendships• People have different values as well as beliefs• Solving problems – study cause and effect of problems and find solutions• Resolving conflict – focus cause of conflict, can it be solved individually or through group?• Children take responsibility for their actions• Understanding what makes our teeth healthy
Year 4 Ages 8-9	<ul style="list-style-type: none">• Cooperation – how to work democratically and solve problems together• Appreciate people's differences• Understand the term assertiveness – how this helps and how it can be a problem• Knowledge of menstruation (girls only) – how it occurs• Understand what peer pressure is – its causes and effects• Identify types of bullying – understand feelings of both sides
Year 5 Ages 9-10	<ul style="list-style-type: none">• Personal safety – cause and effects of drugs, alcohol and smoking• How to keep healthy – proper diet, exercise• Understand feelings and others' points of view – equality, racism, stereotypes – male/female, cultural roles – Know where to get help from• Strategies for solving problems• In depth knowledge of menstruation – how it occurs, its effects, what products can be used and their pros and cons (girls only)• Understand emotional changes and feelings related to their physical changes (girls only)• Stages of the life cycle of humans, animals and plants• Understand peer pressure and pressure from other sources e.g. adverts - identify and know how to deal with it• Understand what is inappropriate touching and that it is unacceptable – Know where to get help if inappropriate touching happens

Year 6
Ages 10-11

- Understand the role of the parts of the body and how to stay healthy
- Personal safety – in and around our environment
- Feelings about the future (e.g. changing schools) – emotional, social changes and stress and how to deal with it
- Families and how they behave – what members expect of each other
- Differences and similarities in people – gender, culture and beliefs
- Body changes in me and others – why they are happening – Understand puberty
- Messages about health and relationships from television, films and newspapers
- Understand how a baby is conceived, born and how a child develops through to puberty.