



Bernards Heath Junior School

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Sex & Relationships Policy

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Sex and Relationships Policy

Purpose and Reasoning

The staff and Governors of Bernards Heath School believe that Sex and Relationships education in this school will be developmental and a foundation for the further work done in the secondary schools. It forms part of the overall provision for P.S.H.E. within the school. The programme relates to national guidance and research carried out by OFSTED 2004. Sex and relationships education in this school will contribute to the requirements of the Education Act 1988 in that the school curriculum should be one which:

- Promotes the spiritual, moral, cultural, mental and physical development of the pupils at the school and in society; and
- Prepares the pupils for the opportunities, responsibilities and experiences of life.

Aims and Objectives

The school will work towards this aim in partnership with parents. The Sex and Relationships programme will reflect the school ethos and demonstrate the following values for the children:

- Respect for self
- Respect for others
- Responsibility for their own action
- Responsibility for family, school and wider community

The programme will:

- Provide information which is easily understood and relevant and appropriate to the age and maturity of the pupils
- Include the development of communication and social skills
- Encourage the exploration and clarification of values and attitudes
- Present sex education in the context of relationships
- Develop positive attitudes to sexuality
- Recognise the value of family life, marriage and stable and loving relationships for the nurture of both children and adults
- Explore moral dilemmas
- Strengthen self esteem and self confidence
- Develop skills of choice, decision making, assertiveness, managing conflict and communication
- Deal with issues of gender and stereotyping as outlined in our Equal Opportunity & Race Relations Policy
- Transmit knowledge about sexuality ,reproduction, sexual health, emotions and relationships
- Teach about the reasons for delaying sexual activity, the benefits to be gained from such a delay and avoidance of unplanned parenthood
- Not promote one type of sexual orientation or activity
- Prepare children for puberty

The programme relates closely to National Curriculum Science Programmes of Study.

Key Stage 1 Pupils will have been taught in ;

That animals including humans, move, feed, grow, use their senses and reproduce.

To recognise and compare the main external parts of the bodies of humans.

That humans and animals can produce offspring and these grow into adults.

To recognise similarities and differences between themselves and others and treat them with sensitivity.

Key Stage 2 Pupils will be taught in Science:

- **Year 3-** About the main stages of the Human Life Cycle .
- **Year 4-** That the life processes common to plants, humans and other animals include nutrition, growth and reproduction .
- **Year 5-** About the parts of the flower (for example stigma, stamen, petal, sepal) and their role in the life cycle of flowering plants including pollination, seed formation, seed dispersal and germination.
- **Year 6 -** Animals need to reproduce to maintain the species.
All animals including humans have the life processes of nutrition, movement growth and reproduction.
All plants have the common life processes of growth nutrition and reproduction.

Programme for teaching SRE

Key Stage 2

Year 3 **Channel 4 series "All About Us" Resource Book Unit 1 Life Cycles**

- To introduce children to life cycles. No Video.

Year 4 **Channel 4 series "All About Us" Resource Book Unit 1 and Programme 1, Differences, Programme 2, How did I get here? and Programme 3, Growing Up.**

- To introduce children to life cycles.
- To explore differences between male and female.
- To enable children to reflect on differences between male and female other than physical differences.
- To explain that a baby develops inside the mother's womb and that both male and female parts are needed to make a baby.
- To enable children to reflect on their development from babies.
- To inform children about conception and the growth of the baby in the womb.
- To show that we grow and change as do all living things.
- To show that some changes are social, that we become more independent and able to think about others as well as ourselves.
- To look at identity and self esteem, and reinforce the belief that we are all special.

Year 5 **Channel 4 series "All About Us" Resource Book Unit 3 and Programme 7, How babies are made, Programme 8, How babies are born.**

- To explain how babies are made.
- To explore the idea of relationships, including friendships, parent-child and family relationships and adult sexual relationships.
- To explain how a baby develops in the womb during pregnancy and how babies are born.
- To consider the needs of babies before and after birth.
- To enable children to reflect on roles and relationships in the family.

Year 6 **Channel 4 series "All About Us" Resource Book Unit 2 and Programme 4, Changes, Programme 5, Girl Talk, Programme 6, Boy Talk**

- To introduce pupils to the subject of puberty and the physical and emotional changes that occur during this development
- To consider the physical and emotional changes that take place as girls go through puberty
- To address the concerns and worries of young women
- To make boys aware of the changes that occur as girls become young women
- To consider the physical and emotional changes that take place as boys go through puberty
- To address the concerns and worries of young men
- To make girls more aware of the changes that occur as boys become young men
- To consider how sex is presented in the media
- To consider sexual stereotyping
- To reassure pupils that their changing emotions are a normal aspect of puberty

Organisation

The Sex and Relationships Programme will be co-ordinated by the Headteacher in close co-operation with the teaching staff.

Delivery

- Through PSHE lessons
- As topics
- In Science
- Through pastoral time
- In assembly
- Through visits by school nurse, parents, younger siblings
- Through story time, show and tell time
- As discrete planned units in their own right

Methods

Active learning methods which involve the children's full participation will be used. In Year 5, a separate talk will be given to girls on dealing with the practicalities of menstruation and feminine hygiene. All other sessions in all year groups will be mixed gender.

Resources

The range of material used will be available to view on request to the Headteacher. Parents will be invited to view videos before they are used with the children.

Right to withdraw children from lessons

Parents have the right to withdraw their children from all or part of the SRE at school except for those parts included in the statutory National Curriculum. Parents wanting to exercise this right will be invited to see the Headteacher, who will discuss any impact that withdrawal may have on the child.

Child Protection

The school has a Child Protection Policy and Procedure which will be followed. As a rule, the teacher or member of staff concerned will maintain a child's confidentiality. If this person believes that a child is at risk or in danger, they will talk to the Headteacher who will decide if there is a Child Protection issue.

Answering Difficult Questions

Teachers will agree ground rules before teaching SRE. Questions do not have to be answered directly, and can be addressed individually later if this is deemed more appropriate. There will be opportunities for children to ask questions anonymously, through a question box.

Monitoring and Evaluation

The programme will be monitored to ensure that it continues to meet the needs of all the pupils. All those involved in developing, delivering and receiving the programme will be consulted. All will be given the opportunity to comment on the programme and express their views. The policy will be reviewed annually by the governors in conjunction with the Headteacher.

Equal Opportunities and Special Needs

We are committed to working towards equality of opportunity in all aspects of school life. We will ensure that the programme is adapted and differentiated for all ability groups, including those with special needs of any sort.

Dissemination of the Policy

All staff and governors will receive a copy of this policy. Further copies will be available on request. A summary of the policy is included in the school prospectus. The policy has been formulated with teachers and governors and been presented at full governors and staff meetings.

Sex & Relationships Policy, Summer 2011

Working Party:
Senior Leadership Team, Whole Staff, Governors

Ratified by Governors: ___/___/___

Date of Review: ___/___/___

Appendix

SRE Teaching Strategies

In order for teachers to overcome embarrassment and anxieties it is important to:

- Have a clear lesson plan with specific learning objectives
- Establish ground rules with their pupils
- Use 'distancing' techniques
- Provide a variety of structured interactive tasks-short ones are often very good
- Know how to respond to unexpected or unwelcome questions or comments from pupils
- Utilise discussion methods
- Encourage reflection
- Make explicit the need to respect differences

Suggested ground rules

- No one will have to answer a personal question
- Personal questions specifically aimed at embarrassing another will be discouraged
- No one will be forced to participate in a discussion
- Only the correct names for body parts will be used and if slang words are mentioned they will be explained
- Meanings of words will be explained clearly and factually
- Respect for differences between pupils will be maintained

Distancing Techniques

By depersonalising discussions embarrassment can be avoided and privacy protected.

Suggested techniques:

- Role play
- Structured pre planned debates
- Games and quizzes
- Case studies with invented characters
- Video material
- Theatrical performances by actors