

AIMS

Sex education should enable children to:

- Develop a positive self-image.
- Develop a growing sense of responsibility for themselves and others.
- Combat ignorance and increase understanding.
- Acquire a suitable vocabulary to talk about themselves growing and changing.
- Understand and respect individual similarities and differences.
- Avoid misinformation.
- Develop caring and responsible relationships.

OBJECTIVES

- To foster partnership between home and school with regard to Sex and Relationships education
- To develop self esteem and positive relationships with others.
- To enable children to make mature and informed decisions
- To plan and ensure progression whilst allowing for responses to children's experiences and questions.
- To plan a sex education programme considering:
 - The age, needs and maturity of the pupils.
 - Cultural and religious factors.
 - School policy.
 - The community served by the school.
 - Science curriculum expectations.
 - Possible misconceptions.

IMPLEMENTATION

Teaching and support staff are familiar with the school's SRE policy, and aware of their responsibilities when discussing sensitive topics. Our role is to remain impartial; therefore teaching staff will not impart any of their own personal/religious/cultural beliefs or expectations to the children when teaching SRE.

Children should be encouraged to appreciate:

- The value of stable family life.
- Marriage and stable relationships.
- The responsibilities of parenthood.

Children should understand the importance of:

- Making mature, informed decisions
- Having respect for themselves and others
- Loyalty
- Trust
- Stable and loving relationships.

Children should be enabled to recognise:

- The possible physical, emotional and moral results/consequences of certain types of behaviour.
- Both sexes are responsible for sexual behaviour and the consequences of this.

THE NATIONAL CURRICULUM

The school is required to provide Sex and Relationships education as part of the PSHE and Science curriculum. As Science is a compulsory subject, the children cannot be withdrawn from this aspect. Any queries about any other aspects of SRE will need to be discussed with the teacher before the lessons commence. Parents will be given the opportunity to watch the DVD and discuss any thoughts/concerns with the teachers beforehand. The school follows a curriculum which follows National Curriculum guidelines.

CURRICULUM

At Parkhill Junior School, our SRE scheme of work comes from the National Curriculum guidelines for Science, and the Christopher Winter Project. This has been adapted to suit our schools needs and requirements. SRE is taught by the class teacher to the whole class, in their mixed sex group. We believe that it is important that the children gain a comprehensive overview of puberty and sex, not just for their own gender. We believe that this develops a cohesive learning environment within the classroom and allows them to speak freely without embarrassment, rather than reinforcing their differences and creating a divide between the genders.

TOPICS

Year 3- Self Esteem; Challenging gender stereotypes; Differences: male and female; family differences; decision making and safety.

Year 4- Growing and changing; Body changes and reproduction; What is puberty; Changing relationships; Assertiveness.

Year 5- Talking about puberty; Becoming Men and Women; Puberty and Hygiene; Masturbation and Wet Dreams; Menstruation education; Building good relationships.

Year 6- Puberty and Reproduction, Relationships and reproduction; Conception and pregnancy, Being a parent.

GUIDELINES FOR OPTING OUT

Children cannot be withdrawn from the scientific areas of SRE (E.g. differences between males and females; humans can produce offspring; names of body parts). However the children can be withdrawn from group discussion where questions are answered although this is not recommended by the school. If parents wish to withdraw their children from parts of SRE then they will need to speak to the class teacher. Teachers will make the parents aware that they cannot be withdrawn from all of SRE, and that they will need to have a discussion with their child regarding this topic as the children may pick up misconceptions from the other children.

EQUAL OPPORTUNITIES

At Parkhill we believe that all children should be given equal opportunities to take part in all the learning activities offered by the school regardless of race, gender, class or special needs.

SPECIAL EDUCATIONAL NEEDS

Children with Special Educational Needs share the aims and objectives of the whole school and the whole curriculum. Access to sex education will have regard to the ability and attitudes of all the children.

RESOURCES

A range of books is available for children and teachers. Other resources are available and linked to the curriculum framework.

SAFEGUARDING

SRE gives children an understanding of appropriate relationships, particularly when it comes to sexual relations. If a child makes a reference to anything that gives cause for concern (e.g. sexual abuse) then matters will be reported to the Head Teacher (Child Protection Officer) who will decide whether the matter needs to be dealt with as a child protection issue. (See Safeguarding Policy)

E-SAFETY

Children are explicitly discouraged from carrying out their own research on the internet during SRE, to avoid them coming across inappropriate or explicit material. Teachers should clearly explain to the children the reason for this. Parents are asked in the newsletter to adjust their parental control settings on their home computers so the children cannot access anything that may be age inappropriate or distressing.

PARENTAL INVOLVEMENT

Newsletters will be sent out to parents at the beginning of each term explain the topics for the term ahead. They are encouraged to have a discussion with their children about SRE and the topics that are being discussed in school. We do not impart any personal/cultural or religious beliefs or expectations on the children; we give them factual information according to the National Curriculum guidance.

There are certain areas that we do not cover in KS2, we will inform the children that it is not something we will be covering at this stage; therefore they can either wait until they learn about it in KS3, or ask their parents. Through the newsletter we encourage the parents to speak to their children about what they are learning about in SRE. This is a good opportunity for the children to feel comfortable speaking about puberty and sex with their parents and vice versa.

CONSULTATION WITH THE GOVERNORS

Governors have statutory responsibilities in relation to the curriculum. The Governing Body is charged with the responsibility of determining the policy and overseeing it.

PROCEDURES FOR POLICY MONITORING AND EVALUATION

This will be the responsibility of the Head Teacher, PSHE Co-ordinator and Science Co-ordinator. The school's monitoring and evaluation policy will be used.