

St. Joseph's In The Park



Policy Title

Relationships and Sex Education

Owner

Head and Head of Pastoral Care

Date

Summer Term 2020

Approved By Governors

Date for review

Summer Term 2022

(Education Committee)

1 Introduction / rationale

At St. Joseph's in the park we aim to develop their skills and knowledge to be able to make decisions. Decisions about how they relate to others can only be made if they have adequate knowledge and understanding of their own physical and emotional development. This is not a task for the school in isolation, and we seek to work with parents to ensure that the teaching of sex education reflects their expectations and complements teaching at home. Parents will be informed about the teaching of sex education each term so that they can decide whether or not to withdraw their child.

2 Equal Opportunities

St. Joseph's in the Park encourages the development of children to be able to value themselves and others, express their opinions and listen, respect and accept the views of others. Our school believes it is the right of all children regardless of their ability, disability, gender, religion, ethnicity, linguistic, cultural or home background to have equal access to all aspects of school life.

3 Aims

The aim of the sex education policy is to clarify the contents and the manner in which sex education is delivered in this school. The school will work towards this aim in partnership with parents. Our sex education programme aims to:

- Give knowledge which;
 - Ensures children understand the acceptable vocabulary used for the parts of the body
 - Ensures children understand human reproduction
 - Prepares the children for changes that will happen during puberty
 - Teaches children that there is no norm in terms of age or size
 - Promotes loving relationships
 - Counteracts myths from peers, the media and from hearsay

- Challenge stereotypes;
 - To raise awareness of sexism and equal opportunities
 - To consider the sharing roles in family life

- Enable children to make informed decision;
 - About strangers
 - Over the control they have over their bodies

- Explore children's emotions and attitudes with regard to;
 - The importance of relationships
 - The family
 - The care required by babies and young children

- Develop children's communication skills with regard to;
 - Accepting their own sexuality
 - Accepting responsibilities
 - Being sensitive towards the needs of others
 - Loyalty and Fidelity

- Ensure children to have respect for themselves

Sex and relationship education must allow time for work and discussion on

Self-reflection, growth and change, sense of self, communications, respect, responsibility, values, self-respect, confidence, power, knowing how our bodies work, peer pressure, appropriate ways of expressing our feelings, friendship, information, behavioural influences, gender stereotyping, relationships, choices, affections, assertions, birth and reproduction

4 Implementation

Delivery

The Sex and Relationship Policy is delivered through the PSHCE curriculum, assemblies and the science curriculum. In order to ensure it is delivered successfully a number of strategies are used: circle time, use of outside agencies, specialist resources and discussions.

Resources

Lesson plans showing what we are covering can be requested by parents. If parents then want to see any further resources then they must speak to the class teacher.

Confidentiality

As a general rule a child's confidentiality will be maintained by the teacher or member of staff concerned. If this person believes that a child is at risk or in danger (perhaps through questions posed or responses given), he/she is to talk to the class teacher who may confer with the DSP before any decision is made. The child concerned will be informed that

confidentiality is being breached and the reasons why. The child will be supported by the teacher/DSP throughout the process.

Answering Difficult Questions

It is suggested that questions are fielded anonymously through a 'lucky dip'. Boundaries should always be set before any discussion. Sometimes individual children may ask explicit or difficult questions. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use skill and discretion in these situations and refer to the subject leader or SLT if they are concerned. Teachers must not be drawn into giving details of their personal lives in this area.

Use of Visitors

There are various people who can resource and support school-based sex education. These people may include parents, the school nurse, religious or health professionals.

5 Roles and Responsibilities

The governing body will:

- decide whether sex education should be in the school curriculum and, if so, what it should consist of and how it should be organised
- seek the advice of the headteacher on this policy, keep it up to date, and make it available to parents
- ensure that sex education is provided in a way that encourages pupils to consider morals, the value of family life, and the importance of marriage.

The headteacher will ensure that:

- the governing body is advised about the nature and organisation of sex and relationships education and how it reflects the aims and values of the school
- sex education is provided in a way that encourages pupils to consider morals, the value of family life, and the importance of marriage
- pupils are protected from inappropriate teaching materials
- a scheme of work is agreed and implemented
- parents are informed about the programme for sex education each term.

Staff who teach sex and relationships education are expected to:

- provide sex education in accordance with this policy and in a way which encourages pupils to consider morals and the value of family life
- participate in training to provide sex education in line with the school curriculum policy
- implement the agreed scheme of work
- draw to the attention of the headteacher any materials which they consider to be inappropriate
- respond appropriately to those pupils whose parents wish them to be withdrawn from sex education.

Parents

The primary responsibility for Sex and relationship Education must remain with the

parents/carers but because some parents/carers do not feel at ease in this situation there needs to be a partnership between the school and the parents/carers. If this works well it is less likely that parents/carers will want to exercise their rights to withdraw their children. Under the Education Act 1998, pupils can be withdrawn by their parents from sex education that is outside the compulsory elements of sex education contained in the science curriculum.

Any parents wishing to exercise this right are invited to see the class teacher/Head of Pastoral Care. He/she will explore the concerns of parents and the possibilities of adjusting the programme or approach and will discuss any impact that withdrawal may have on the child. He/she will talk with the parents about the child's possible negative experiences or feelings that may result from exclusion and the ways in which these can be minimised. Once a child has been withdrawn they cannot take part in sex education until the request has been withdrawn.

All material to be used to deliver the sex and relationship curriculum must be made available to parents/carers

6 Monitoring of sex education

Sex education will be coordinated by the PSCHE co-ordinator in close cooperation with the SLT and Governors. The headteacher will provide a report on the implementation of the scheme of work at the end of each academic year together with a record of parental and pupil complaints and the number of pupils withdrawn from lessons.

7 Evaluation of the Programme

Elements of the sex and relationships curriculum will be assessed formally by class teachers and the SLT. Teachers are required to keep their own personal evaluation of each lesson which will be analysed by the subject leader and SLT.

8 Evaluation of the Programme

It is the role of the Head to monitor the policy and teaching of sex education before reporting to the governors on sex education and relationships. This policy will be reviewed every two years.

PHSE Sex and Relationships Timetable

Year	Autumn	Spring	Summer
Reception	1.My Body -I can name parts of my body.	2. Respecting My Body- I can tell you some things I can do and foods I can eat to be healthy	3. Growing Up-I understand that we all grow from babies to adults.
1	1.Life cycles-I am starting to understand the life cycles of animals and humans. I understand there are some changes that are outside my control and can recognise how I feel about this.	2. Changing I can tell you some things about me that have changed and some things about me that have stayed the same. 3.My Changing Body-can tell you how my body has changed since I was a baby	4. I respect my body and understand which parts are private
2	1. I can recognise cycles of life in nature I understand there are some changes that are outside my control and can recognise how I feel about this 2.Growing from old to young-I can tell you about the natural process of growing from young to old and understand that this is not in my control. I can identify people I respect who are older than me.		3. Boys' and Girls' Bodies-I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, and understand that some parts of my body are private. I can tell you what I like/don't like about being a boy/girl . 4.Assertiveness- I understand there are different types of touch and can tell you which ones I like and don't like. I am confident to say what I like and don't like and can ask for help
3		1.How Babies Grow-I understand that in animals and humans lots of changes happen between conception and growing up, and	3.Outside Body Changes.- understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and

		that usually it is the female who has the baby.	girls' bodies change on the outside during this growing up process. I recognise how I feel about these changes happening to me and know how to cope with those feelings. 4. Inside Body Changes- I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies. I can start to recognise stereotypical ideas I might have about parenting and family roles when they grow up. 5. Family Stereotypes- I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes.
4		1. Unique Me- I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and egg and that I am truly unique human being.	2. Girls and Puberty- I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this.
5	1. Self and Body Image- I am aware of my own self-image and how my body image fits into that.	2. Puberty for Girls- I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally. 3. Puberty for boys. I can describe how boys' and girls' bodies change during puberty.	4. Having a Baby- I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby. I understand that having a baby is a personal choice and can express how I feel about having children

<p>6</p>	<p>1. My Self Image- I am aware of my own self-image and how my body image fits into that.</p> <p>2. Puberty- I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally.</p>	<p>3. Babies: Conception to birth. I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>4. conception. I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby. I appreciate how amazing it is that human bodies can reproduce in these ways.</p>	<p>5. Boyfriends and Girlfriends- I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a boyfriend/girlfriend. I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to.</p> <p>6. The Year Ahead- I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next school.</p>
----------	---	--	--