



### **Rational**

At Lymington Junior School we believe that relationships (and sex) education provides a vehicle for developing our children's attitudes, values and sensitivities towards others. We believe that through implementing an appropriately set, planned and clearly structured program for all aspects of Personal Social and Health Education across the whole school we will enable children to both develop a positive sense of self as well as a respect and understanding for others.

We have based our school's sex and relationship education policy on the DFE guidance document 'Sex & Relationship Education Guidelines' (ref DFE 01/16/2000) and the Hampshire guidelines for sex education. This policy should be read in conjunction with our Curriculum and Managing Drug Related Incidents policy and our P.S.H.E. guidelines.

The delivery of this policy is in accordance with the school's Learning and Teaching for Learning policy.

### **Aims**

At Lymington Junior School we aim to:-

- Provide children with a moral framework as well as the biological facts of body change, development and reproduction
- Create an understanding of emotional development, relationships and responsibilities
- Develop a respect for their own bodies and an understanding of the importance of sexual activity as part of a committed, long-term and loving relationship

### **Delivery**

At Lymington Junior School our sex and relationship curriculum will be:-

- Taught as part of personal, social, health and moral education in blocked or continuous units in a manner that upholds a family as the ideal, though not necessarily exclusive, living unit. (Appendix 2)
- Supported by outside agencies where appropriate
- Taught sensitively and due consideration will be given to any particular religious or cultural factors and parental wishes

In addition in Year 5 and 6 prior to the delivery of a blocked unit focusing upon either puberty or reproduction, parents will be informed about the content and range of resources used.

### **Role of the Parent**

The school is well aware that the primary role in children's sex and relationship education lies with parents and carers. We wish to build a positive and supportive 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 sex and relationship education policy and practice;
- Answer any questions that parents may have about the sex and relationship education of their child;
- Take seriously any issues that parents raise with teachers or governors about this policy or the arrangements for sex and relationship education in the school;
- Encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- Inform parents about the best practice known with regard to sex and relationship education, 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

### **Confidentiality**

Teachers conduct sex and relationship education lessons in a sensitive manner and in confidence (Appendix 1). However, if a child makes reference to being involved, or likely to be involved in sexual activity, then the teacher

will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of sexual abuse.

In these circumstances the teacher will **follow the guidance given in the Child protection policy and inform the Designated Safeguarding Lead. The Designated Safeguarding Lead will then act in accordance with the Child Protection and Safeguarding policies.**

### **Role of the Headteacher**

It is the responsibility of the headteacher to ensure that both staff and parents are informed about our relationships (and sex) education policy, and that the policy is implemented effectively. It is also the headteacher'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.

The headteacher/delegated staff member for PSHE liaise with external agencies regarding the school sex and relationship education curriculum 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.

The headteacher/delegated staff member for PSHE monitor on a regular basis and report to governors on the effectiveness of the policy.

### **Monitoring and Review**

The Governing Body monitors and reviews the sex and relationship education policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification.

The Governing Body gives serious consideration to any comments from parents about the sex and relationship education curriculum, and makes a record of all such comments. Governors require the headteacher to keep a written record, giving details of the content and delivery of the sex and relationship education curriculum that we teach in our school.

**This policy is reviewed at least every 3 years**

**Date adopted: February 2019**

## **Appendix 1**

### **Guidelines for the delivery of Relationships (and Sex) Education**

Sex and Relationship education should be taught in a sensitive manner that enables:-

- The direct teaching of knowledge and skills
- Promotion of positive attitudes
- Any issues to be dealt with

At the beginning of Sex and Relationship units ground rules should be laid down and regularly recapped to help create a safe environment where the children do not feel too anxious or embarrassed.

**Ground rules should include:-**

- No one (teacher or pupil) will have to answer a personal question
- No one is forced to take part in a discussion by contributing
- Explanations will take place in a sensible and factual way
- A questions box is available so that children may ask questions without public embarrassment

In the course of this work certain topic may arise but will not necessarily be suitable for open discussion. In these instances individual teachers should use their discretion on the amount of information they give and then encourage the children to ask their parents about these issues.

- Homosexuality
- Aids
- Contraception
- Sexually Transmitted Diseases
- Abortion
- Pornography
- Personal medical queries

The reason for this is that much of this subject matter is generally seen to be more appropriate for secondary school age group.

Where appropriate some of the sex education resources and discussions may be viewed in single gender groups with opportunities for discussion. Other activities will then follow on in a mix group.

## **Appendix 2**

### **Summary of Sex and Relationship Education Content**

#### **Lower Juniors (Year 3 and 4)**

- Biological facts – growing and changing
- Life cycle – birth & death
- Forming, maintaining and ending relationships
- Talking about friends and feelings, managing feelings, respect for people's emotions and feelings
- Family relationships and the caring family unit – range of family types- different patterns of child rearing
- Image, personal hygiene, rights and choices, peer pressure, consequences of actions on oneself, for others.

#### **Upper Juniors (Year 5 and 6)**

- Biological facts
- Differences and development
- Conception and foetal development
- Stereotypes
- Talking about friends and feelings, managing feelings, consequences of actions on oneself, for others
- Understanding emotions: media, culture. Respect people's emotions and feelings, peer pressure.
- Forming, maintaining and ending relationships and caring aspects, marriage and types of family, different patterns of child rearing, parenting image, making decisions.