



Moulsham

Junior School

Sex & Relationships Education Policy

Reviewed with Staff: Autumn Term 2017
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Next review: Autumn 2021

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Introduction:

Our children are growing up in an ever-changing and complex world and are exposed to an increasing range of influences. Often children are given mixed messages by unreliable sources and we need to ensure that facts and issues surrounding sex and relationships are presented in an objective and balanced way and that our children are guided through by responsible adults. Children are facing the onset of puberty at an earlier age nowadays and so our children need to be informed of changes that may be happening to their bodies. Sex & Relationship Education will be taught in a controlled and planned way, through Science, RE and PSHE lessons as well as discrete lessons. It is important that our pupils are made aware of the differences between fact, opinion and religious belief. Nearly all of our children have expressed a wish to learn about SRE in school from trusted, responsible adults. We aim to tailor our teaching to the age, physical & emotional maturity of our children and recognise that this may be different depending on classes. It will be up to teachers to make that professional decision. Our teaching will be flexible to connect with all of our children, their experiences, abilities and backgrounds. We are very conscious that due consideration to particular religious or cultural factors are vital and the school and curriculum aim to work with parents or adults who care for children to educate our children and provide them with knowledge & Understanding, Personal & Social skills and Attitudes & Values

Aims:

Our Sex & Relationships Education policy aims to enable children to:

- Make and keep good relationships with friends and family
- Respect their own and others' ways of life, feelings, bodies, belongings and places
- Feel good about the way they are growing up
- Prepare them for the opportunities, responsibilities and experiences of adult life
- Make responsible, informed and healthy decisions about their lives, both now and in the future
- Encourage safe behaviours and prevent unsafe behaviours
- Understand puberty human reproduction appropriate to their ages and stages of development

Legal Requirements:

The legal requirements are set out in the following documents:

- Circular 116/2000 Sex & Relationships Education Guidance-Legal Requirement for schools to provide SRE as part of a broad and balanced curriculum and should be firmly rooted in the PSHE Framework
- Children Act 2004
- Every Child Matters:
- National Healthy Schools Provision
- Section 122 Local Government Act 2003 that prohibits the teaching in state schools of the acceptability of homosexuality as a 'pretended family relationship'.

An outline of topics covered in each year group are as follows:

Year 3- How babies grow, differences in boys and girls, changes in the body and family stereotypes.

Year 4- Puberty, growing and changing, hygiene, accepting change and how babies grow.

Year 5- Self and body image, puberty for girls, puberty for boys, conception, becoming a teenager and reproduction.

Year 6- Self-image, puberty for boys, puberty for girls, babies from conception to birth, attraction and transition to Secondary School.

Parent Right to Withdraw:

Circular 5/94 states that parents have the right to withdraw their child from 'any or all parts of a school programme 'other than those elements which are required by the National Curriculum Science Order: (Sc2: 1a-that the life processes common to humans and other animals include nutrition, movement, growth and reproduction and 2f-the main stages of the human life cycle) A letter will be sent to parents each year in order for them to be informed of the content of the lessons and when they are to be taught. The parent does have the right to withdraw their child from such lessons and in these instances the child will remain in school and will be assigned to another class until the sex education lesson is over. If this is the wish of a parent, they should inform the child's class teacher of their wishes.

Jigsaw PSHE

Sex and Relationship Education will be taught across all year groups using the programme, Jigsaw, a scheme of work which integrates PSHE education, emotional literacy, social skills and spiritual development in a whole school approach. Below is the Jigsaw Guidance for Parents and Carers on Sex and Relationship Education for further information and guidance.

1. What is Jigsaw PSHE?

Jigsaw PSHE aims to support schools to work in partnership with parents and carers to ensure appropriate, accurate sex and relationship education.

Jigsaw PSHE is a comprehensive and completely original Scheme of Work for the whole primary school, from Year F1 to Year 6 (3-11 year olds). It integrates PSHE (Personal, Social, Health and Economic) Education, emotional literacy, social skills and spiritual development in a whole-school approach.

The Jigsaw PSHE sex and relationship education unit of work aims to give children their entitlement to information about relationships, puberty and human reproduction, appropriate to their ages and stages of development. It is treated in a matter-of-fact manner to allay embarrassment and fear. We do not believe it is controversial. It is flexible enough for a school to ensure that the material fits its ethos and values. There is a strong safeguarding element to Changing Me – the unit of work that teaches sex and relationship education.

The Jigsaw starting point

- Most parents/carers want the best for their children.
- Most parents/carers want to protect their children and to keep them safe.

- Most parents/carers want their children to be healthy and happy.

Schools do too... and high quality SRE is part of this.

This work in Jigsaw covers relationships, puberty and human reproduction, all as appropriate to primary school aged children.

2. Why is SRE taught in schools?

There are many reasons why SRE is taught in schools:

- It is part of the National Science Curriculum.
- More than ever before, children are exposed to representations of sex and sexuality through the media and the social culture around them, so we need to present a balanced view of SRE.
- Rates of sexually-transmitted infections (STIs) and teenage pregnancy in the UK are relatively high – as is the regret felt by young people after early sexual experiences.
- Research shows that most parents say they want the support of schools in providing SRE for their children.
- Research consistently shows that effective SRE delays first sexual experience and reduces risk-taking.
- Surveys of children and young people have repeatedly told us that SRE tends to be “too little, too late and too biological”.

At Jigsaw, we believe that knowledge empowers children to make informed decisions that help keep them safe, healthy and happy.

3. What is the purpose of SRE?

There are four main aims for teaching SRE within the context of Primary School PSHE (Personal, Social, Health and Economic) Education:

- To enable young people to understand and respect their bodies, and be able to cope with the changes puberty brings, without fear or confusion
- To help young people develop positive and healthy relationships appropriate to their age, development, etc. (respect for self and others)
- To support young people to have positive self-esteem and body image, and to understand the influences and pressures around them
- To empower them to be safe and safeguarded

4. Won't telling my child about human reproduction take away his/her innocence?

No. The evidence suggests that high quality SRE does the opposite: it actually delays young people's first sexual experience, and it helps them become much more confident and comfortable about making informed choices. Good SRE takes away children's ignorance, not their innocence.

Teaching about safety and relationships as part of PSHE Education contributes to how schools approach the safeguarding of pupils. It helps them to recognise when they and others are at risk and equips them with the skills, strategies and language they need to take appropriate action. This is crucial to fulfilling statutory duties in relation to safeguarding pupils as well as to meeting Ofsted expectations. Ofsted expressed concern in its 2013 PSHE report that a lack of high-quality, age-appropriate SRE in over a third of schools left young people vulnerable to inappropriate sexual behaviours and exploitation. It is clear, therefore, that PSHE Education plays a vital part in helping to meet school's responsibilities to safeguard their pupils, your children.

5. I've heard that I can take my child out of PSHE lessons on SRE. Is this true?

Yes, it is. Parents/carers have the legal right to withdraw their children from the SRE included in the PSHE Education curriculum (as that is a non-statutory subject). But they are not permitted to withdraw their child from the Sex Education included in the National Curriculum Science Orders, as Science is a statutory subject.

If you are considering taking your child out of SRE lessons within PSHE Education, please consider the following:

- All the other children in your child's class will have been taught this information and may well talk to your child about it, perhaps in the playground... and potentially mislead them or confuse them as a result. It may prove far better to allow experienced and sensitive teaching staff to teach your child in a progressive, developmental way that is grounded in research.
- They will be learning about reproduction in Science lessons. The SRE in PSHE Education will echo this and will concentrate on building self-esteem and teaching children how to enjoy healthy, appropriate relationships, improve self-esteem and self-confidence, and make healthy, informed choices. When viewed this way, it is hoped that SRE won't be seen as contentious or a cause for concern, but rather as helpful.
- Attend an information session at the school to fully understand the rationale behind and the content of this work.
- Talk to your child's teacher, the head teacher, or the teacher in charge of PSHE Education. Often, when parents and carers find out what is in the PSHE Education curriculum, their fears are allayed as they can appreciate it is in the best interests of their child's lifelong learning.

6. What do you teach about Sex and Relationships through Jigsaw?

This work is in the context of the whole PSHE curriculum and underpinned by the value system of the school, that is, valuing loving, stable relationships, respect for each other, and so on. The emphasis is on changes that children will experience as they grow up: what those changes look and feel like, and why they happen. Jigsaw aims, by the end of Year 6, to have helped children understand puberty and human reproduction.

These are the key ideas within the Changing Me unit of work:

- Life cycles
- How babies are made
- My changing body
- Puberty
- How babies grow
- Growing from young to old
- Becoming a teenager
- Assertiveness
- Self-respect
- Safeguarding
- Family stereotypes
- Self and body image
- Attraction
- Change
- Accepting change
- Looking ahead
- Moving/transition to secondary

7. What will my child actually be taught?

The 'Changing Me' unit is taught over a period of 6 weeks in the second half of the summer term. Each year group will be taught appropriate to their age and development stage. Please note: at no point will a child be taught something that is inappropriate; and if a question from a child arises and the teacher feels it would be inappropriate to answer, (for example, because of its mature or explicit nature), the child will be encouraged to ask his/her parents or carers at home, and the question will not be answered to the child or class if it is outside the remit of that year group's programme.

Year 3 How babies grow and how boys' and girls' bodies change as they grow older

Year 4 Internal and external reproductive body parts, body changes in girls and menstruation

Year 5 Puberty for boys and girls, and conception

Year 6 Puberty for boys and girls and understanding conception to birth of a baby

All lessons are taught using simple, child-friendly language and pictures, which help children understand changes more effectively.

The key concepts that children learn in Jigsaw are inner strength, self-esteem and resilience. These are really important as they help keep children safe and it helps children to make healthy decisions later in life.

Accurate information is important but only part of the picture: help them now by building their inner resilience, so they become mindful children, mindful teenagers, and mindful adults.

8. Why are girls taught about boys' development and vice versa?

We believe it is very important for children to understand each other's development. It helps to ensure that children are mindful of their peers' needs and allows them to develop into sensitive, caring, compassionate individuals who understand the changes that boys and girls experience. Schools may decide to teach in single gender groups, however.

9. How can I talk to my child about relationships, puberty and human reproduction?

What children learn at school is part of the puzzle, and children can continue to learn from you at home. For some parents/carers, it can feel totally natural to discuss relationships, puberty and human reproduction with their child, while for others it can seem awkward and difficult. Either way, it is important to remember these key points:

- We all want children to feel safe and to be happy and healthy
- We need to consider their needs
- We need to normalise talking about relationships, puberty and human reproduction so taboos don't need to exist
- We might need to challenge our own ways of thinking
- We have choices: we can avoid it or we can communicate openly and honestly with children – they need us!

Here are some tips for talking to your child:

- Be honest: if you don't know the answer to a question, be honest and say so. Tell your child that you will need to find out and that you will get back to them with more soon.
- Remember that children are curious and want to know and understand. We tend to place our adult perspective on children's questions and comments, allowing our brains to fill up with all the possible horrors that an innocent question could be about, when actually a child just wants (and needs) a very simple, matter-of-fact answer. This answer will not involve an 'adult' understanding of a topic – it needs to be at a child's level, with opportunity given for the child to be able to ask further questions if needed. Give yourself time to respond by asking something like, "What do you think that means?" or "Why do you ask?"
- Keep lines of communication open: having an open and honest relationship with your child can really help make conversations easier, so make sure that you are always willing to talk when your child needs you; if you can't, explain why and find another time when it is more mutually convenient.
- Use correct terminology: it helps that children aren't confused by hints, euphemisms and innuendo; use correct terminology whenever you can, especially for body parts.
- Respond to what children say they need: bear in mind that children's lives today are very different from even five years ago. Therefore, the education they receive needs to reflect this. Research shows us time and time again that children want and need SRE that is age- and stage-appropriate, that teaches them about relationships and emotions, and that is returned to consistently throughout their education. We may feel that they know too much, when actually ignorance is the enemy of innocence: we believe effective SRE delays sexual activity, ensures children are safer and empowers them to make their own healthier choices.
- Keep it simple and short – If they want more information, children will ask for it.
- Read books, leaflets or watch an educational video with your child.
- It may be easier to talk while you're doing something else – washing up, driving in the car or walking.
- Answer questions and don't be afraid to say: 'I really don't know – let's work it out or look it up together'. Have a phrase for awkward moments, such as: 'That's a good question, and let's talk about it once we get home' (then make sure you do!).
- Always respond: if you don't, she or he may think it is wrong to talk to you about relationships, puberty or human reproduction and as a result you may find your child clams up when you raise the subject.
- If it all feels too personal, try talking about people in books, films and favourite television programmes.
- Listen rather than judge. Try asking them what they think.
- Enjoy it. Laugh with each other.
- Work in partnership with the school.