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## Ranvilles Junior School Policy for Relationships and Sex Education

### 1. ACCESSIBILITY

This policy is available in large print or Braille.  
Please contact the school office who will be happy  
to arrange this for you.

### 2. PURPOSE OF POLICY

This policy sets out how Ranvilles Junior School intends to provide sex and relationship education by preparing pupils to cope with the physical and emotional challenges of growing up. It considers the importance of stable and loving relationships, the significance of marriage for family life, respect, love and care. Through careful planning and delivery of sex and relationship education Ranvilles Junior School will fulfil the statutory requirements.

### 3. APPROVAL

Approval date:	14 January 2016
Approver signature:	Matt Burton
Approver Position:	Chair of Curriculum Committee
Date for next review:	June 2018

#### **4. INTRODUCTION**

The purpose of sex and relationship education is to provide knowledge about loving and stable relationships, personal and emotional development, moral issues, the nature of sexuality and the processes of human reproduction. The aim is to provide opportunities for discussion and to present the decision making skills in an objective, balanced and sensitive manner. It will be taught as part of a wider programme of personal, social and health education including the statutory requirements set out within the science national curriculum. Sex and relationship education in school should be complementary to that given in the home.

#### **5. REFERENCES**

- DfEE document Sex and Relationship Education Guidance ref: DfEE 0116/2000
- Personal, Social and Health Education policy
- National Curriculum for Science

#### **6. POLICY AIMS**

##### **6.1 For pupils to have the opportunity to:**

- ask questions about reproduction and sexuality in a sensitive atmosphere
- gain knowledge of the nature of human reproduction in gradually increasing detail
- develop a suitable vocabulary for increasing communication skills in personal emotional relationships
- be aware that changes of a physical, emotional and social nature are normal
- understand concepts of friendship, commitment and responsibility
- discuss the values of respect, love and care
- clarify their views and attitudes and learn the importance of values and individual conscience
- develop decision making skills, through considering moral dilemmas and having opportunities for critical thinking
- promote self image, self esteem, self confidence and empathy for others
- appreciate and discuss the value of family life, stable and loving relationships, marriage and the responsibilities of parenthood
- discuss the pressure on children as they grow up, learn to make choices and understand that they have rights, including the right to say “no”
- discuss how they feel about puberty and ensure they feel supported during these changes
- reflect upon how they manage their emotions and relationships
- consider how they might manage conflict and how to recognise and avoid exploitation and abuse

##### **6.2 For staff to teach pupils:**

- make explicit relative British laws regard Sex and Relationship education
- about the responsibilities of growing up, independence and personal safety
- to clarify any mis-truths, myths and folklore about the nature of reproduction
- basic external anatomy and internal sexual parts of males and females
- about changing relationships, family and friends
- elementary process of human reproduction - sexual intercourse and conception, pregnancy and birth
- the main changes during puberty in both males and females
- the form and purpose of menstruation and that this is normal and natural
- the need for personal hygiene
- skills to manage changing emotions and relationships confidently and sensitively
- to understand human sexuality and respect for themselves and others

### **6.3 Give parents opportunities to:**

- develop a meaningful dialogue and partnership with the school
- discuss and review the sex and relationship education policy and guidelines, in order that they reflect the culture of the community
- view and discuss the content of the sex and relationship programme in advance of it being taught

### **6.4 Assessment, Moderation and Record Keeping**

Monitoring of the children's capabilities will mainly take place through discussion - assessing understanding and the appropriate use of vocabulary. Year teams will monitor the sex and relationship education programme in accordance with the assessment policy. The Headteacher and Senior Leadership Team will monitor the implementation of the programme.

### **6.5 Monitoring the Policy and Guidelines**

This policy will be shared with Year 6 parents on an annual basis; parents will be encouraged to ask questions relating to the policy and be given opportunities to comment on the content. There will be an annual discussion at a staff meeting to discuss the teaching of sex and relationship education at Ranvilles. The discussion will evaluate current practice and formulate recommendations to the Governors about making improvements to the programme.

## **7. CONTENT**

### **7.1 Role of the Teacher**

The teacher needs to build trust and confidence within the classroom and negotiate with pupils clear parameters for working; such as working in a way that protects confidentiality amongst peers. In such a climate pupils will feel more secure and able to express and explore feelings, attitudes and values.

Sex and relationship education must be matched to the year group the pupils are in. However, it may be appropriate for the teacher to discuss issues related to sex education with individuals at an earlier stage. It must take into account previously acquired knowledge and understanding. The teacher must build on this and where necessary combat ignorance and mis-information. Correct vocabulary should be used and the meaning of words clarified where necessary.

A variety of teaching methods should be used. An open, informal approach will allow opportunities for pupils to assess evidence, discuss, reflect, listen, negotiate and make informed decisions and choices. Most activities will be based on active involvement of pupils, for example, role play, surveys, problem solving exercises, open-ended questions and group work of various kinds. To compliment direct teaching, the use of audio-visual aids and visiting speakers may be used as part of the sex education programme.

At times it may be considered inappropriate for the teacher to respond immediately to pupil's questions which are particularly explicit or specific to an individual. On such occasions teachers will use their discretion and judgement about how to deal with these issues. Questions relating to HIV and AIDS will be answered directly at a basic level.

The teacher cannot offer complete confidentiality and when a situation arises which causes a teacher to believe the pupil may be at risk, Hampshire County Council's child protection procedures will be followed.

## **7.2 Role of Parents**

We recognise that many parents find it difficult to talk to their children about sex and relationships and therefore believe that school sex education should be a partnership with parents. It should support their role within the family. There is clearly a need to consider and respect the cultural and religious values of the families whose children attend the school without compromising the validity of the programme. It is important to remember that there are a variety of supportive relationships and family structures outside marriage.

Parents will be consulted on and informed about the school's sex and relationship education policy and invited to view resources used in advance so that they may be given the opportunity to discuss, make comments, suggest amendments and ask questions should they wish to do so.

Information can be obtained from school for parents who wish to withdraw their children. However children can not be withdrawn from those aspects contained within the science National Curriculum.

## **7.3 Role of Visiting Speakers**

Involvement of 'visiting experts' enriches the programme. They will be people who are known to and valued by the school, such as health professionals and parents. They will work alongside members of staff as this maximises the expertise of the visitors. Their input will be evaluated by consultation with them and the pupils, and modifications made if necessary.

**8. APPENDICES**

None.