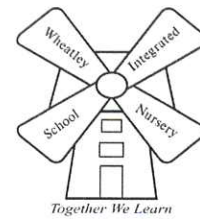


John Watson School



Wheatley Nursery School

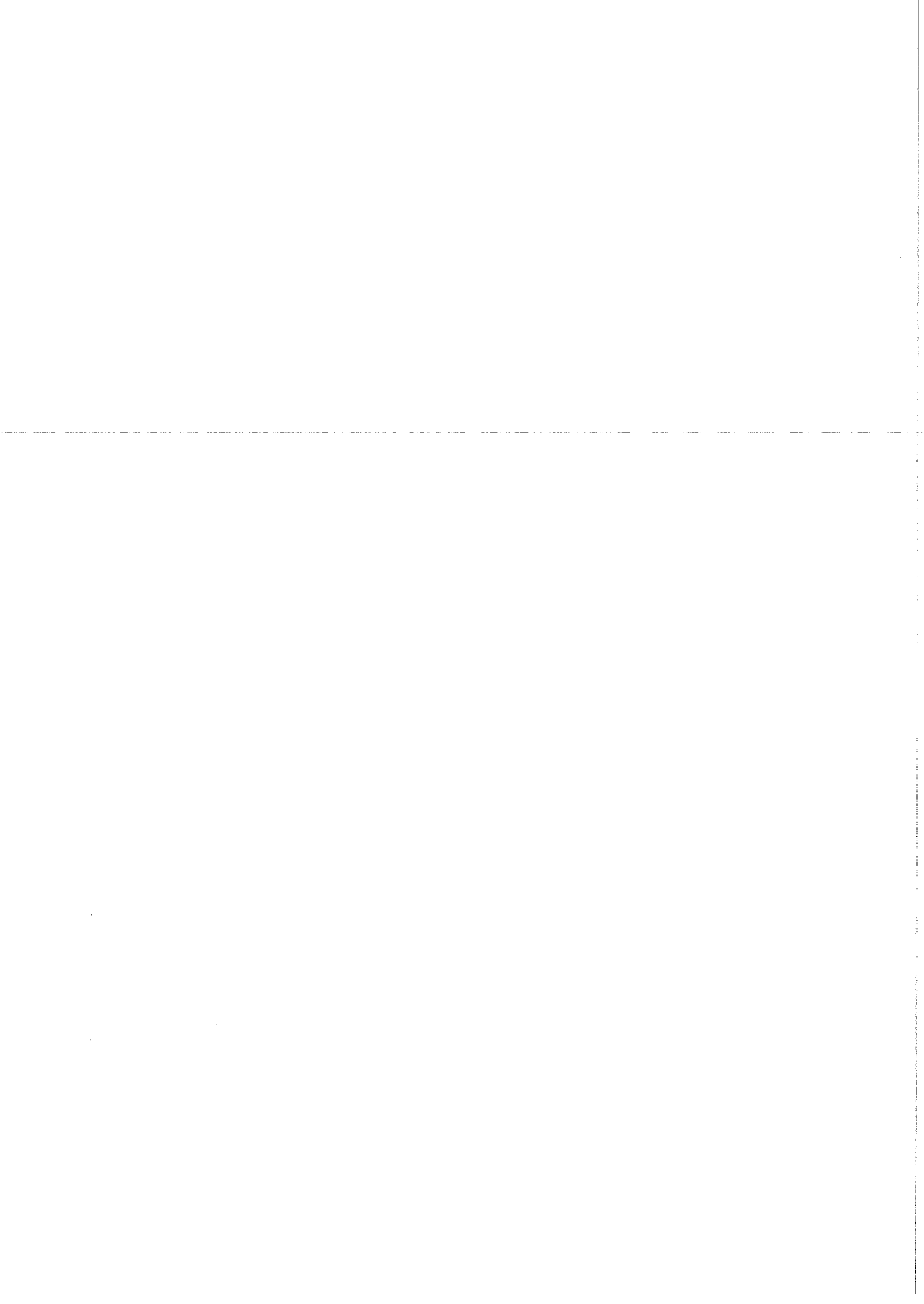
Sex and Relationship Education Policy

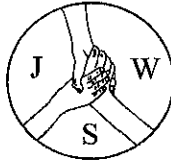
The Federated Governing Body of John Watson and Wheatley Nursery Schools have adopted the model policy of Oxfordshire County Council.

Signed by Sarah Simmonds and Sarah Coleridge, Joint Chairs of Governors.

Date: 23-1-2018

This policy will be reviewed as per the review schedule set by the Governing body or in accordance with policy updates issued by Oxfordshire County Council (whichever is sooner).





John Watson School
Sex and Relationship Education Policy

The following five core principles guide every aspect of our work...

<i>We believe all children and young people have a right to feel safe and secure</i>	<i>We believe everyone should be valued for who they are and know they have a voice and will be listened to</i>	<i>We believe everyone has a right to be included within the wider community on equal terms</i>	<i>We believe learning should be stimulating, challenging and relevant for all</i>	<i>We believe all staff should be ambitious about what they can achieve in their role and be empowered to impact on pupil outcomes</i>
--	---	---	--	--

Sex and Relationship Education (SRE) is part of our school’s Personal, Social and Health Education (PSHE) Curriculum. This curriculum supports learners in finding out how to develop relationships, to look after themselves, keep themselves safe and how to take care of their bodies. The SRE curriculum comes under the Health aspect of this curriculum, although some aspects are taught through Science, RE, Drama and SMSC. Rather than seeking to encourage early sexual experimentation, the aim is to teach young people to understand human sexuality and to respect themselves and others.

We view SRE as a process of acquiring information and forming attitudes, beliefs and values about sexual identity, relationships and intimacy and believe that this learning is best developed gradually and overtime. It encompasses lifelong learning about physical, moral and emotional development. It is also about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. Our intention is to help pupils to make their own decisions as they mature.

We approach this subject sensitively and have a commitment to deliver the content appropriately according to the age, development and maturity of each individual learner. We share our curriculum with parents and liaise with them in relation to the way this aspect is taught to their child.

The biology of human growth and reproduction are taught through Science lessons. Whilst parents and carers cannot withdraw their children from the National Curriculum, they are entitled to withdraw their children from other SRE aspects addressed through the curriculum. However we would hope that by ensuring appropriate openness and transparency between home and school, we can avoid this actuality.

Our Aims:

to provide a safe and secure environment in which to learn
to deliver an appropriate curriculum which is accessible to all
to be open and factual about the subjects being taught
to encourage self worth, self respect and the right to be treated with dignity
to answer questions factually and in a non judgemental manner
to promote strategies for keeping safe
to support learners in their understanding of the issues raised
to discuss the essential needs of loving relationships
to promote an understanding of public and private actions
to reinforce the importance of hygiene
to reinforce the need for 'safe sex'

Curriculum Delivery

SRE is taught across the school in a manner that is appropriate to each individual's age, ability and maturity. In KS1 and KS2 the SRE curriculum is delivered through Science and PSHE where students learn through topics about ourselves, lifecycles, friendships, emotions and respect for others. In KS3, 4 and 5 the biological aspects of SRE are taught within the Science Curriculum and some moral aspects are taught within RE. Other aspects are taught through the PSHE Curriculum. Protective behaviours are taught across the whole age range including using gentle touches rather than hurting touches, stranger danger, e- safety and child exploitation.

Lessons are taught in a variety of ways including class or Key stage groups, sometimes in single sex groups or through bespoke packages. Lessons are delivered by class staff, the Clinical Nurse Specialist and occasionally by other external professionals. Throughout all, great consideration is given to the differentiation and appropriateness of the content of the lessons for each individual. We welcome discussions with parents regarding the content and delivery of this curriculum area.

KS1 thematic approach

Circle Time - feelings

Social interaction

Playing together

The world around us

Me - my body - my family - my senses- my feelings

People - plants - babies - adults - animal babies

KS2 thematic approach

Circle Time - my friends

working together

considering the feelings of others

My local Environment

Growing up

Preparing for transition to secondary

KS3 thematic approach

Puberty - how my body is changing?
Male and female body changes
Body parts and names
How our bodies work
Feelings and how we manage them
Celebrating our differences
Feeling good about ourselves
Public and Private - appropriate activities in appropriate places
Saying 'No' - keeping ourselves safe
Acceptable or not acceptable?

KS4/5 thematic approach

Feelings and how to deal with them
Making relationships work
Different types of relationships
Marriage and family life
Stable and loving relationships
Respect, love and care
Privacy in intimate activity
Safe sex and STIs/ Contraception
Preparation for parenthood
Sex and the law
Child exploitation

Support for Students

It is important that our students understand the importance of privacy and confidentiality when having discussions around Sex and Relationships. For this reason, it will always be made explicit that when we are discussing this topic, it is better for students to talk to an adult in private about an experience they may have had rather than discussing it in front of the group. Should a student begin to share something that may be inappropriate for others to hear, the teacher will stop them and give them time at the end of the lesson to discuss the issue. The use of scenarios and role play support our students in developing an understanding of how relationships work and how to keep themselves safe.

Resources:

Books, Picture cards, Body Board and schemes are stored in the 6th form classrooms.

The Clinical Nurse Specialist can access specialist DVDs for specific subjects

Wheatley Park Science labs and equipment can be booked for specific topics.

Additional Resources available:<https://www.pshe-association.org.uk/>

SEN specific resources available

Links:

JWS Curriculum Information

JWS Safeguarding Policy

SMSC Policy (will be hyperlinked once on the website) PSHCE Policy (will be hyperlinked once on the website)

