

MANOR ROAD PRIMARY SCHOOL



**SEX & RELATIONSHIPS
EDUCATION POLICY**

May 2016



MANOR ROAD PRIMARY SCHOOL SEX AND RELATIONSHIPS EDUCATION POLICY

This policy document embraces all that underpins Manor Road Primary School's aims and values in its desire to provide for our children an education which truly helps to prepare them for life. It recognises SRE as a partnership (home and school working together to educate the child). SRE is the lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.

This policy is not about the promotion of sexual orientation or sexual activity.'[Sex and Relationships Education Guidance - ref DfE 0116/2000]

Aims and Objectives

Sex and Relationships Education within our school aims to provide opportunities for children to develop the skills, knowledge and understanding they need to lead confident, healthy, independent lives and become active and informed citizens. Information will be delivered in an accepting and honest way, which enables young people to contribute, and as deemed age-appropriate. Parents will be fully informed of policy and practice.

This document aims to describe the purpose, nature and management of SRE taught at Manor Road. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning and teaching.

SRE will focus on:

Families

- Sharing and caring within families
- Love between family members
- Living with one parent, second marriages and merged families
- Unconditional love of parents
- The law and family life

Personal growth and change

- Growing from young to old
- Correct terminology for parts of the body
- Having a new baby in the family
- How the body changes, including feelings and emotions
- Different types of relationships and challenging stereotypes
- Building self esteem
- Independence
- Fitting in with peers
- Acceptable social behaviour

Relationships

- Friends (choosing friends, falling out, making new friends, best friends)
- Teambuilding
- Teasing and aggression
- Respecting others
- Celebrating diversity
- Belonging to a community
- What makes a good relationship
- Support systems
- Same sex families

Influences

- The media and advertising
- Body image expectations

Morality

- Being true to themselves
- Influences to moral choices and moral codes
- Ethical dilemmas

Sexual Relationships

- The birth of a baby
- The growth of a baby to adolescence
- What is needed to care for a baby
- Puberty (including addressing the menstrual cycle)
- Conception
- Parenting

Emotions and Feelings

- Recognising feelings
- Developing self-confidence and self esteem
- How feelings affect behaviour
- Worries and change
- Responsible behaviour

Personal Safety

- Hygiene
- Playing safely
- Places of danger
- Getting lost
- Me and My secrets
- It's OK to tell
- Worries

- Good and bad touches
- Support networks
- Internet use and social networking
- Recognising violence/abuse

Curriculum Content

In Key Stage 1, the focus will be on children being able to understand the importance of:

- Self esteem
- The concept of growth and change
- Showing respect
- Relationships – family, friends; understanding others and respecting difference
- Feelings
- Knowing the correct names for the external parts of the body, not including sexual parts
- Personal hygiene
- Knowing places that are safe and where to go for help
- Making safe choices – saying no, when to keep a secret, when to tell
- Knowing that we have rights over our own bodies.

In Key Stage 2:

- Life changes
- Self esteem
- Respect for their own and others bodies
- Recognising risk/making safe choices – who has access to their bodies?
- Resisting unwanted peer pressure
- The influence of the media
- How to access help
- Feelings and emotional change (linked to puberty)
- Bullying
- Relationships (family, friends, love, marriage)
- Understanding differences
- Preparation for sexual maturity and the process of conception and birth
- How changes at puberty affect bodily hygiene
- Knowing the correct names for the external parts of the body, including sexual parts

Organisation and Delivery

The Subject Leader for SRE is Katy Wainwright. It is her responsibility to ensure that SRE is taught in accordance with the DfE recommendations – Sex and Relationship Guidance DfE 2000. She is responsible for co-ordinating the policy and curriculum content.

SRE will be taught to classes, with provision for single-sex groups as appropriate.

SRE will be taught as part of National Curriculum Science and through PSHE. Issues will also be addressed through Circle Time.

The school nurse will be invited to support the delivery of the SRE curriculum, where possible.

Other agencies/ visiting speakers may be invited to input into the programme.

All linked agencies, as above, will be appraised of this policy and where they fit within the planned programme; there will be discussions before any input, including on confidentiality issues, and joint evaluation afterwards. No visitor will work with children in a classroom situation without a teacher present. (See Safeguarding & Child Protection Policy)

Parents have the right to withdraw their children from any SRE that falls outside of the statutory curriculum (*Education Act, 1996*- they cannot withdraw from human reproduction as in NC Science, for example.) Any parents expressing concerns will be invited into to school for discussions with the headteacher and teacher responsible for delivering the programme, and to view materials and resources.

Teachers will answer children's questions appropriately and using their professional judgement, in line with this policy. There is no expectation that any teacher delivering SRE will automatically answer children's questions, as this may infringe personal boundaries. However, in this instance, children will be advised to talk to their parents, another member of staff, or advised as to where they may be able to access information eg helplines, websites, leaflets etc.

The programme will be monitored as an ongoing part of the process by both teaching staff and children. [See later section].

Inclusion

In our school we have a commitment to ensure that the SRE programme is relevant to all children and taught in a way which is age and stage appropriate. (See Inclusion Policy)

Child Protection and Confidentiality

The School Nurse is guided by Health guidelines which provide guidance for health professionals. The Headteacher and designated person for child protection will have discussions with any health professional or other adult before they start to work with our children. This is to ensure that they are familiar with our policy and expectations regarding correct practice and how to respond to issues, including those that may relate to child protection matters.

We make it clear to children what our procedures are with regards to confidentiality. Children are advised that they can speak to any adult in school about any questions, problems or concerns they may have. The adult will respond to these questions in a way that is age and stage appropriate and will always consult the Headteacher if she/he requires guidance on how to respond.

Monitoring and Evaluation

Both the policy and classroom delivery will be monitored and evaluated as part of the regular cycle of self-review.

Procedures will include:

- observations by the school's Science or PSHE Subject Leader and pre-arranged observation by the subject link governor
- the Science/PSHE Subject Leader or link governor will then report back to the Learning sub-committee
- evaluation by children of both individual sessions and the whole programme focusing on learning outcomes and appropriate delivery
- evaluation of the programme linked to individual teacher feedback.

The policy will be reviewed, after consideration of all of the above, at least every two years and ratified by the full governing body.

Support and Training

The governors acknowledge that the effective teaching of SRE, within the PSHE framework, requires particular skills and expertise. All staff will have the opportunity to attend awareness-raising sessions and to discuss whole-school issues. Those staff with specific responsibility for delivering the programme will be consulted as to their particular training requirements, and access to these will be through CPD. It is essential that those teachers delivering the programme are confident in their abilities, and in the support offered by this policy.

Governors will also be offered an annual opportunity to be updated on any changes and developments.

Because of the changing nature of the content, issues of resourcing will be dealt with appropriately with PSHE/SRE being a consideration within the annual budget.

Links to Other Policies and Documentation

The SRE policy, with the Drugs Education Policy, forms part of the PSHE policy.

See also:

Safeguarding & Child Protection

Equal Opportunities

Confidentiality

Health & Safety

Behaviour

The Policy references:

DfEE Guidance for Schools [0116/2000]

Ofsted 'Sex and Relationships' [2002]

Cumbria Healthy Schools 'Sex and Relationships Education – Policy and Guidance'

Policy written by: Katy Wainwright

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