



# Manor Primary School

## Sex & Relationships Policy

**Adopted by governors: March 2017**

**Due for Review: March 2019**

### **Policy Statement**

SRE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings (Sex Education Forum 1999). SRE is a National Curriculum subject from KS3 but many areas of the primary science and PSHE curriculum begin the early building blocks for pupil understanding.

Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

The 1996 Education Act consolidates all relevant previous legislation and states that all primary schools must provide an up to date policy that describes the content and organisation of SRE provided outside the National Curriculum Science Order. The DCSF Sex and Relationship Education Guidance (2000) supports this legislation and recommends that all primary schools should have a sex and relationship education programme tailored to the age and physical and emotional maturity of the children.

This policy has been developed in accordance with DfES SRE guidance 2000 and Staffordshire guidance for writing an SRE policy 2011.

Other related policies and documents include the PSHE & Citizenship policy, Confidentiality Policy, Anti-Bullying Policy, Drug Education Policy, Safeguarding Policy, Behaviour Policy and Inclusion Policy

### **The Development Process**

This policy has been drawn up in consultation with staff, governors, parents/carers and school nurse. A copy of it can be viewed on our website.

### **School environment, relationships and ethos of the school**

SRE will be taught in the context of relationships.

In addition SRE will promote self esteem and emotional health and well being and help children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

### **Aims and Objectives for Sex and Relationship Education**

The aim of SRE is to be developmental and to provide information which is **appropriate to the age and stage** of the child, to allow children to explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. This should take place with consideration of the qualities of relationships within families.

### **The objectives of Sex and Relationship Education are;**

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- examine opinions, concepts and encourage discussion
- encourage awareness, respect and responsibility for oneself and others
- To raise pupils' self esteem and confidence, especially in their relationships with others;
- be delivered with sensitivity towards individual pupil's circumstances
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To help gain access to information and support
- To develop skills for a healthier safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood (Year 4, 5 and 6)

### **Content of the SRE Programme**

In our School we focus on teaching SRE in the context of relationships using a variety of formal and informal opportunities and strategies following the National Curriculum for PSHE and Healthy Schools Standard.

### **The teaching programme for Sex and Relationship Education**

#### ***Legal requirements in italics.***

We teach the following as part of the National Curriculum Science Orders; parents do not have the right to withdraw their child/children.

National Curriculum Science

Key Stage 1

- *identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense*
- *notice that animals, including humans, have offspring which grow into adults*

They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.

Upper KS2

- *describe the differences in the life cycle of a mammal, an amphibian, an insect and a bird*
- *describe the life process of reproduction in some plants and animals*

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

- *Describe the changes as humans develop to old age*

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

**We also cover the following in each key stage:**

## **Foundation**

Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

## **Key Stage 1**

Pupils learn to recognise similarities and differences between themselves and others, identify and share their feelings with each other, recognise safe and unsafe situations and identify and be able to talk to someone they trust.

## **Key Stage 2**

In RE and PSHE, pupils continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

In Year 5 and 6, life processes are discussed including the physical changes that take place at puberty, why they happen and how to manage them. The content of these lessons are decided upon after a consultation process involving parents/carers, staff and governors and the school health adviser. Wherever possible, boys and girls will be taught separately for these lessons and they may be delivered by the school nurse.

## **Visitors**

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of SRE in school. Manor has a code of practice for using visitors to support the delivery of PSHE:

- Visitors are invited in to school because of the particular expertise or contribution they are able to make;
- All visitors are familiar with and understand the school's SRE policy and work within it;
- All input to PSHE lessons are part of a planned programme and negotiated and agreed with staff in advance;
- All visitors are supervised/supported by a member of staff at all times;
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

## **Child Protection / Confidentiality**

Teachers are aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member will inform the Head Teacher /Designated Child Protection person in line with the school procedures for child protection.

A member of staff cannot promise confidentiality if concerns exist.

## **Withdrawal**

Parents/Carers have the right to withdraw their children from all or part of the sex and relationships education provided at school except for those parts included in statutory National Curriculum. Those parents/carers wishing to exercise this right are invited in to see the Headteacher who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed.

## **Procedures for pupils who are withdrawn from sessions**

Materials are available to parents/carers who wish to supplement the school SRE programme or who wish to deliver SRE to their children at home.

## **Staff development**

Staff are regularly given the opportunity to identify training needs, and these are followed up by attending appropriate training courses or arranging in service training.

**Monitoring and Evaluation**

The effectiveness of the SRE programme will be monitored and evaluated by assessing children's learning and implementing change if required.