

# Policy on Sex and Relationships Education (SRE)

## MUGGINTON CofE PRIMARY SCHOOL

Reviewed	<i>3<sup>rd</sup> October 2016</i>
HT	
CoG	
Future Review	<i>Summer 2018</i>

# **Mugginton CofE Primary School**

## **Sex and Relationships Education Policy**

This policy has been written in accordance with the Christian ethos of our school, our recognition of British values, an awareness of our position in the Global community and taking account of all current Safeguarding and Child Protection guidance.

### **1. INTRODUCTION**

We have based our school's sex education policy on the DfE guidance document Sex and Relationship Education Guidance (ref DfE 0116/2000). In this document, sex education is defined as 'learning about physical, moral and emotional development. It is about understanding the importance of family life, stable and loving relationships, respect, love and care. Sex education is part of the personal, social and health education and the science curriculum in our school. While we use sex education to inform children about sexual issues we do this with regard to matters of morality and individual responsibility and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation.

### **2. CONTEXT**

#### **a) Aims and objectives**

We teach children about:

- The physical development of their bodies as they grow into adults.
- The way humans reproduce.
- Respect for their own bodies and the importance of sexual activity as part of a committed long term loving relationship.
- The importance of family life.
- Moral questions.
- Relationship issues.
- Respect for the views of other people.
- Sex abuse and what they should do if they are worried about any sexual matters.

At Mugginton CofE Primary School SRE will contribute to the Science, PSHE and Citizenship Curriculum by ensuring that all children:

- develop confidence in talking, listening and thinking about feelings,
- relationships,
- are able to name parts of the body and describe how their body works,
- can protect themselves and ask for support,
- are prepared for puberty.

#### **b) Elements**

The school's SRE (Sex and Relationships Education) programme incorporates 3 main elements:

##### **i) Attitudes and Values**

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life, marriage and stable loving relationships for the nurture of children.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

## **ii) Personal and Social Skills**

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices based on an understanding of difference and with the absence of prejudice.
- Developing an appreciation of the consequence of choices made.
- Learning to manage conflict.
- Learning how to avoid exploitation and abuse.

## **iii) Knowledge and Understanding**

- Learning and understanding physical development at appropriate stages.
- Begin to understand human sexuality, reproduction, emotions and relationships.

### **3. THE NATIONAL HEALTHY SCHOOL STANDARD**

We have participated in the National Healthy School Standard scheme, which promotes health education. Although this scheme is no longer running we continue to:

- consult with parents on all matters of health education policy,
- train all our teachers to teach sex education,
- listen to the views of the children in our school regarding sex education,
- look positively at any local initiatives that support us in providing the best sex education teaching programme that we can devise.

### **4. ORGANISATION**

We teach sex education through different aspects of the curriculum. While we carry out the main sex education teaching in our Personal, Social and Health Education (PSHE) curriculum, we also teach some sex education through other subject areas (for example, science and PE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Some areas of SRE are taught separately to Y5 and Y6 children.

In PSHE we teach children about relationships, and we encourage children to discuss issues. Because of our multi-age classes, we are sensitive to the younger children and teach about the parts of the body and how these work. The Y5/6 children work in a separate group in SRE and we explain to them what will happen to their bodies during puberty. For example, we tell the boys that their voices will change during puberty and we explain to the girls about menstruation. We encourage the children to ask for help if they need it and we have a box of appropriate literature for older children and their parents to borrow

For certain aspects of SRE we follow the guidance material in the national scheme of work for science. In Key Stage 1 science we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 science we teach about life processes and the main stages of the human life cycle in greater depth.

In Years 5 and 6 we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Authority about up-to-date suitable teaching materials to use with our children in these lessons. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is and how it affects women. We always teach this with due regard for the emotional development of the children (as stated earlier in this policy).

Session leaders (Teachers or the School Nurse) do their best to answer all questions with sensitivity and care. Sometimes an individual child will ask an explicit or difficult question in the classroom. In this instance the session leader will acknowledge the question, but may decide not to answer the question directly, preferring to address it later on an individual basis. Pupils are also given the opportunity to write down questions anonymously. Teachers are not

drawn into providing more information than is appropriate to the age or maturity of the child. The school believes that individual teachers must use their skill and discretion when deciding how much information to impart.

Parents and carers of children in Years 5 and 6 will be informed when we will be teaching about puberty and human life cycles. They will be invited to borrow any relevant materials to support their child's learning at home.

## **5. EQUAL OPPORTUNITIES**

Care is taken to ensure that we meet the needs of boys as well as girls. The scheme of work outlines a variety of activities to engage boys. Sometimes, mainly in Y5 and Y6, boys and girls are taught separately.

All children with special educational needs receive sex and relationship education. Teachers may have to plan work in different ways in order to meet the individual needs of children with special educational needs or learning difficulties.

The school will ensure that the SRE programme is culturally appropriate and inclusive of all children.

## **6. THE ROLE OF PARENTS**

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- consult with parents about the school's sex education policy and practice;
- answer any questions that parents may have about the sex education of their child;
- take seriously any issue that parents raise with teachers or Governors about this policy or the arrangements for sex education in the school, dealing with any concerns on an individual basis as they arise;
- encourage parents to be involved in reviewing the school policy and making modifications to it as appropriate;
- advise parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

## **7. THE ROLE OF OTHER MEMBERS OF THE COMMUNITY**

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex education programme.

## **8. CONFIDENTIALITY**

Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will deal with it as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Headteacher. The Headteacher will then deal with the matter in consultation with health care professionals. (See also Child Protection Policy.)

## **9. THE ROLE OF THE HEADTEACHER**

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our sex education policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The Headteacher liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

The Headteacher monitors this policy on a regular basis and reports to Governors on its effectiveness.

## **10. THE ROLE OF GOVERNORS**

It is the Governors' responsibility to:

- decide whether SRE should be included in their school's curriculum and, if so, what it should consist of and how it should be organised;
- prepare a written statement of their policy on SRE which must be fully available to parents on the web site or as a paper copy.

## **11. POLICY CONSTRUCTION**

This Mugginton CofE Primary School policy has been drawn up in conjunction with all teaching staff.

## **12. MONITORING AND REVIEW**

The Governing Body monitors our sex education policy on a bi-annual basis. Governors give serious consideration to any comments from parents about the sex education programme, and make a record of all such comments. Governors require the Headteacher to keep a written record, giving details of the content and delivery of the sex education programme that we teach in our school. The Headteacher will notify the Governing Body of any written comments received from parents.