

# Mountfields Lodge Primary School



## Sex and Relationships Education (SRE) Policy

**Aim High, Reach for the Sky**

## **Introduction**

SRE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings (Sex Education Forum 1999).

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 and physical development. It is increasingly important, in the 21<sup>st</sup> Century where children are becoming more exposed to sexual images and content through the media, that children receive accurate and relevant information from school. SRE equips children and young people with the values, skills and knowledge to understand and deal appropriately with these social and cultural pressures.

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 DFE Sex and Relationship Education Guidance (2010) 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.

In this document, SRE is defined as learning about our bodies, our health and our relationships. It should be taught gradually based on factually accurate information. This guidance further states that SRE should be set in the context of clear values, including the value of family life, marriage and of loving and stable relationships in bringing up children. It should teach children and young people to develop values, attitudes, personal and social skills, and increase their knowledge and understanding to make informed decisions and life choices.

Sex education is part of a wider social, personal, spiritual and moral education in our school. While we use SRE 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.

## **Aims and objectives**

The SRE programme at Mountfields Lodge reflects the school ethos and demonstrates and encourages the following values:

- Respect for self and others;
- Responsibility for their own actions;
- Responsibility to their family, friends, schools and wider community.

### **Enabling children to:**

Develop a healthy and safe lifestyle

Develop good relationships and respect differences between people

Develop confidence in talking, listening and thinking about feelings and relationships

Develop an understanding of family life including the importance of loving long term relationships

Name parts of the body and describe how their bodies work

Respect their own bodies

Protect themselves and have the confidence to ask for help and support

Prepare them for the changes in their bodies as they grow into adults

Know how humans reproduce

## **Content and Organisation**

We teach sex education through different aspects of the curriculum. Whilst the main sex education teaching is in our personal, social and health education (PSHE) curriculum, we also teach some sex education through other subject areas (for example, science and PE). In PSHE we teach children about relationships, and we encourage children to discuss issues.

In 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. They also learn that animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body.

Through our PSHE curriculum children in Key Stage 2 learn to express their opinions about relationships and bullying and to listen to and support others, including respecting other people's viewpoints and beliefs. They learn to recognise their own worth and identify positive things about themselves and try to balance the stresses in life in order to promote their own mental health and well-being of others. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth. During Year 5/6, life processes are discussed including the physical changes that take place at puberty, why they happen and how to manage them. There is a particular emphasis on health education, as a number of children experience puberty at this age. Teachers do their best to answer all questions with sensitivity and care.

By the end of Key Stage 2, we ensure that both boys and girls know 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).

SRE is normally delivered by class teachers in single gender groups in Year 5 and mixed gender groups at Year 6. We find that at Year 5 this allows the children some freedom to ask questions with more confidence when they are first introduced to the topic of puberty.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of SRE in school. Whenever this is the case:

- 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.

There are times when a more individualised or small group approach to aspects of SRE is required and these will be conducted by our Children's Mentor, Mrs Ghent, in liaison with the class teacher, head teacher and outside agencies and parents as appropriate and with regard to child protection requirements.

## **The role of parents**

We arrange a meeting for all parents and carers of children in Years 5 & 6 to discuss this particular programme of lessons, to explain what the issues are and how they are taught,

and to see the materials the school uses in its teaching.

The class teachers and our Children's Mentor, Mrs. Ghent, will also answer any questions before, during or after the sex education lessons in Year 5 and 6, for those who may have specific questions.

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:

- inform parents about the school's sex education policy, practice and when these sequences of lessons will be taught
- 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;
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;

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 and carers have the right to withdraw their child from the sex education programme that we teach, except for those parts within the statutory National Curriculum. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the head teacher, who will discuss any concerns and discuss any impact that withdrawal may have on the child. DFE guidance states that parents who choose to withdraw their children from school provision have a responsibility to provide alternative SRE. The school always complies with the wishes of parents in this regard.

Teaching and Learning materials used in school are available to parents/carers who wish to view these before their children use them. Materials are also available to supplement the school SRE programme or for parents who wish to deliver SRE to their children at home.

### **Confidentiality**

Teachers conduct sex education lessons in a sensitive manner and as a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. This allows children the confidence to discuss issues that they may find embarrassing.

Pupils' questions are answered, sensitively and accurately, according to the age and maturity of the pupil concerned. The school believes that individual teachers must use their skill and discretion in this area in accordance with the aims of this policy and the school's Child Protection Policy. Techniques such as question boxes are used to make it possible for pupils to ask questions they may not be prepared to voice in class because of fears of asking a 'silly question'. Questions do not have to be answered directly, and can be addressed individually later.

Children are made aware that they can also talk to Mrs. Ghent, our Children's Mentor, about issues related to SRE.

If a member of staff believes that the child is at risk or in danger then the member of staff will deal with it as a matter of child protection, including if a child makes reference to being involved in or exposed to, or likely to be involved in or exposed to sexual activity. Staff will also respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the member of staff will talk to the Designated Senior Person for Child Protection (Mr Hoare, Mrs Mock or Mrs Ghent).

The school has a separate **Child Protection Policy**. Effective SRE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the member of staff throughout the process.

### **Controversial and Sensitive Issues**

Staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues are taught without bias, so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

### **Equal Opportunities**

SRE at Mountfields Lodge is intended meet the needs of all pupils regardless of ability, social and cultural background, religion, sexual orientation, physical or emotional needs.

Mountfields Lodge Primary School believes that SRE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents on this issue to reassure them of the content and context.

### **Management and Co-ordination**

It is the responsibility of the head teacher to ensure that both staff and parents are informed about our sex education policy, and that the policy is implemented effectively.

The head teacher 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.

The PHSE co-ordinator will therefore ensure that:

- The SRE Policy is disseminated to all members of the school community and is understood
- Clear roles and responsibilities for policy implementation are identified
- The underpinning aims and values of SRE are made explicit
- The development of good relationships is promoted within and beyond the school
- The equality of opportunity is promoted
- Provision is made for ongoing professional development within the field of SRE
- The link is made explicit between SRE and other school policies

Class teachers will be responsible for delivering SRE within the curriculum and for developing **planning** which will include clearly identified learning outcomes.

### **Staffing and Staff Development**

All staff need access to professional development and support that relates to the SRE curriculum and its style of delivery. A range of provision will be identified that meets staff needs across a range of roles and responsibilities. Areas of staff expertise and individual staff development will be identified through existing staff development systems.

### **Monitoring, Evaluation and Review**

Effectiveness of SRE, including the personal development of pupils, will be monitored, evaluated and reviewed by the PHSE co-coordinator, overseen by the Head teacher and T&L Committee of the Governing Body. This will be done through: learning walks, pupil attitude surveys, discussion with staff, parents and children, pupil interviews, review of resources and schemes of work, evaluations of events.

**This policy should be read in conjunction with the following policies –**

Child Protection  
PSHE and Citizenship

Science  
Healthy Lifestyles

Teaching and Learning