

MILFORD PRIMARY SCHOOL

SEX AND RELATIONSHIP (SRE)

POLICY



Vision Statement

'Milford Primary is a community orientated school, centred around the children as individuals. We are committed to helping children work towards their potential as life long learners who care, share, respect and learn in a stimulating environment.'

1. Introduction

1.1 Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health.

1.2 Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age.

This policy is consistent with national guidance, in particular ‘Sex and Relationship Education Guidance’ DfEE 2000. It also reflects recommendations from OFSTED.

2. Moral and Values Framework

2.1 The term sex and relationships education – SRE – is used in this policy rather than sex education. This is to stress that our approach goes beyond provision of biological information to also focusing on clarifying attitudes and values. 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.

It is based on the following principles:

- The value of stable loving relationships.
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views.
- The development of relationships, including sexual relationships, based on mutual consent, rather than coercion.
- The right not to be abused by other people or taken advantage of.
- The right of people to follow their own sexuality, within legal parameters.

2.2 SRE involves consideration of a number of sensitive issues about which different people hold strong and varying views. The school’s approach to SRE is balanced and takes account of, and be sensitive to, different view points but is not be based on personal bias. We endeavour to have an approach that is educational, rather than one based on propaganda.

3. Aims and objectives

3.1 The aim of SRE is to provide children with age appropriate information, 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
- To raise pupils' self esteem and confidence, especially in their relationships with others;
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others;
- 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

4. The teaching programme for Sex and Relationship Education legal requirements

4.1 All schools must 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

1. b) that animals including humans, move, feed, grow, and use their senses and reproduce.
2. a) to recognise and compare the main external parts of the bodies of humans and reproduce.
f) that humans and animals can reproduce offspring and these grow into adults.
3. a) to recognise similarities and differences between themselves and others and
4. treat others with sensitivity.

Key Stage 2

1. a) that the life processes common to humans and other animals include nutrition, growth and reproduction.
2. f) about the main stages of the human life cycle.

Legislation and government policy states that any aspect of SRE that is not included in the science curriculum are delivered through PSHE education although this is non statutory.

4.2 We believe that every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, special needs, disadvantaged and looked after children. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups. This will be done through discussion with parents prior to SRE being taught. It is our intention all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision if required.

Such a programme is taught through PSHE, RE and Citizenship.

5. Foundation

5.1 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.

6. Key Stage 1

6.1 Through work in science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and Citizenship children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them.

They also learn about personal safety.

7. Key Stage 2

7.1 In science children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby in years 5 & 6. Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In RE and Citizenship, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. In PSHE they will develop skills needed to form relationships and to respect other people's opinions, emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures. This is developed further for upper KS2 which includes information regarding puberty, personal hygiene, menstruation and wet dreams.

This content has been agreed in consultation with governors, parents and teaching staff.

8. The organisation of Sex and Relationship Education

8.1 Mrs Fox is the designated teacher with responsibility for coordinating sex and relationship education.

8.2 Sex and relationship education is taught by Headteacher, classroom teachers, teaching assistants and if appropriate, outside visitors such as the school nurse.

8.3 A range of teaching methods which involve children's full participation are used to teach sex and relationship education. These include use of video, books and leaflets, discussion, looking at case studies, drama and role play.

8.4 Sex and relationship education is usually delivered in mixed gender groups however, there may be occasions where single gender groups are more appropriate and relevant. We are proactive in combating sexism and sexist bullying.

9. Dealing with difficult questions

9.1 Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique. Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

10. Monitoring and Evaluation

10.1 Monitoring is the responsibility of the head teacher, named governor and teacher with responsibility for sex and relationship education.

The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents.

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

11. Specific Issues

11.1 The school includes information on sex and relationship education in the school prospectus and full details are available on request.

11.2 The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to view the videos and resources being used.

11.3 Parents have the right to withdraw their children from those aspects of sex and relationship education, not included in the National Curriculum Science Orders, alternative work would be set. However this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education.

Review This policy will be reviewed every two years.

Date 21st January 2015

Signed (Chair of Governors) **G. Taylor**

Next review **Spring 2017**

