

Mason Moor Primary School



Sex & Relationships Policy 2017

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Mason Moor's

Sex and Relationships Education Policy

“SRE is the lifelong learning about physical, moral and emotional development in the context of relationships, sex, sexuality and sexual health. It also needs to address the social as well as the biological aspects of sex, sexuality and sexual health”

(Southampton Children and Young People's Trust
Sex and Relationships Education Policy, September 2009)

Rationale

At Mason Moor Primary, we believe that sex and relationships education is a crucial part of preparing children for their lives now and in the future. We respect that there are a variety of values and attitudes in a multi-cultural community which young people can draw on to establish their own patterns of behaviour. At Mason Moor, our Sex Education program is integrated into a planned programme of work for our Healthy & Happy curriculum (for both key stage 1 & 2), which is also combined with Citizenship. 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 focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

High quality SRE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex and relationships education was ‘too little, too late and too biological’. Ofsted reinforced this in their 2013 Not Yet Good Enough report.
- SRE plays a vital part in meeting schools’ safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils’ wellbeing and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive SRE programme can have a positive impact on pupils’ health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

Aims

- To support young people through their physical, emotional and moral development.
- To develop skills which will help them to learn how to respect both themselves and others.
- To develop knowledge and skills which will help them to make responsible and well informed decisions about their lives.
- To build confidence and self-esteem to enable them to value and respect themselves and others.
- To develop knowledge and skills that will help them to understand themselves, respect others and form and sustain healthy relationships.
- To develop open mindedness in children and to explore attitudes and emotions.
- To examine influences on growth and development and explore the impact on these young people.
- To understand the diversity of themselves and others.

Process

1. The scheme of work has been produced by Healthy & Happy curriculum lead – this is reviewed each year to suit the needs of the children.
2. This will be presented to the governors for their approval.
3. Broad, open and honest information ensuring sensitivity to each individual child's background will be used by all staff involved.
4. Early SRE begins in Reception (for full details, please refer to the scheme of work) and continues through to year 6
5. The main focussed session on SRE will be taught from year 4 upwards.
 - YR,1, 2, & 3 will focus on healthy lifestyles; themselves; feelings; emotions and stranger danger – this will be embedded as part of PSHE and science curriculum
 - Y4 will focus on relationships ; how they grow and change ;physical differences ; growth timeline and the Channel 4 Living and Growing DVD will be used as resource
 - Y5 will focus on puberty and hygiene; growth timeline ; relationships ; making babies and the Channel 4 Living and Growing DVD will be used as resource
 - Y6 will focus on emotional change; peer pressure; body image; recap on specifics related to puberty from Y5 and the Channel 4 Living and Growing DVD will be used as resource
6. Parents of children in year 4, 5 & 6 will be invited to a meeting to look at resources and to view the programme of work.
7. A letter will be sent home letting parents know when lessons on SRE will begin. This will allow parents to make a decision regarding their child's participation in the lessons.
8. Boys and girls will be mixed for each session but there will be separate boys and girls question and answer session with a confidential box if needed. These will be answered as honestly as possible.
9. Staff involved in the sessions could include the following people: class teacher, head teacher, ELSA, school nurse and SRE (Sex & Relationships) curriculum lead.
10. Children involved will be given a questionnaire, to evaluate the SRE programme. Also parents will be asked to review the programme after it has been taught. This feedback will help us to prepare for the next year.

Involvement of other agencies and visitors

Where appropriate and possible, health professionals will be invited to be involved in the SRE programme. This will usually be a school nurse. The school will ensure that visitors have a clear understanding of:

- The implications of relevant legislation
- The school's policy and expectations
- The boundaries within which they will work
- The need to comply with the same legal requirements as teachers
- The content of their specific contribution and how this fits into the overall programme
- The materials and resources to be used
- The school's expectation regarding the teacher's presence
- The role of the teacher

When visitors work with the class, the teacher will always be present.

Teacher's response to children's questions

- If a child asks a question that causes concern, then the Head teacher (the designated safe guarding lead) will be informed (as per the safeguarding policy).
- All questions asked by children, who are in response to the SRE curriculum, will be answered truthfully and honestly and at the appropriate level for their understanding.

- As per the safeguarding policy, teachers will not promise confidentiality if the child's safety is at risk.

Parents Rights

The government expect all parents to be consulted about both the SRE policy and the scheme of work being taught in school. There will be an annual meeting for parents, where there will be opportunities to discuss the programme, resources used and to ask any questions.

The school will be open and sensitive to parents who wish to withdraw their children from the non-national curriculum sex education. Alternative activities will be provided for that child. The activities provided will be planned to minimise any isolation that the child may feel.

Equal Opportunities

There will be no area of learning that is solely for boys or girls. It is important for boys and girls to learn about not only the changes and development that affects them, but also those which affect members of the opposite sex. This way, the concept of caring and interpersonal skills can be developed by all pupils.

We recognise that our pupils may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

Staff Development

All staff will be familiar with the SRE policy, scheme of work and resources. This will enable them to be aware of the legal implications and their professional responsibility. It will also help them to see where each year group's objectives fit into and support the overall scheme for SRE.

Resources

- DVD's – All about us – Living and Growing (Primary Sex and Relationships Education Channel 4). Only relevant parts of these will be used.
- Pictures of people from television, media, music industry etc who the children can relate to.
- True / false questions.
- Children's and parent's questionnaire.
- Name the body parts quiz.
- Age appropriate picture & story books.
- Personal hygiene resources (tampons, deodorant, wash things etc).
- Leaflets appropriate to their age range. [These will be given to parents at the initial meeting. They have been produced by The Family Clinic and match what will be taught in the scheme of work].

Relevant policies:

Other school policies need to be read in conjunction with this policy:

- Equal Opportunity policy
- Teaching & Learning policy
- Safeguarding & Child Protection policy
- Drugs policy

This policy will be reviewed annually by the Healthy & Happy curriculum lead, Head teacher and Governors.