



MICKLEOVER PRIMARY SCHOOL

Name of Policy: Relationships and Sex Education Policy

Date of Policy: November 2015

Member of Staff responsible: Mrs Anna Jones

Review date: November 2017

Signature: _____ **Chair of Governors**

Date Approved: _____

At Mickleover Primary School

We are:

Motivated to learn

Proud of our achievements

Successful and skilled for life



Sex and Relationships (SRE) Policy

RATIONALE

We believe that:

- SRE should happen in partnership with parents as this is essential to effective SRE.
- SRE should be gradually developed as an integral part of the curriculum in a way that is appropriate to the age of the child.
- It is a statutory entitlement for all children as part of the statutory Science National Curriculum requirements (Life Processes/Living Things) and the non-statutory PSHE and Citizenship Framework .
- SRE is not just about reproduction and sexual health, but must also strive to enable children to act responsibly in making and maintaining relationships with others, to feel good about themselves and the choices they make, to develop assertiveness skills and the ability to respect themselves and others.

The potentially sensitive nature of the subject means that schools must add moral and social questions alongside.

AIMS

SRE is an integral part of PSHE. It contributes to the foundation of PSHE and Citizenship by ensuring that all children are educated for life and living, preparing them to take an active role as citizens.

SRE will:

- Provide information which is easy to understand and relevant and is appropriate to the age and maturity of the children;
- Include the development of communication and social skills; Encourage the exploration and clarification of values and development of positive values.
- Respect the family as the context for procreation, growth and maturing.

STATEMENT OF VALUES

SRE will reflect the values of the PSHE programme at Mickleover Primary School and will be taught in the context of relationships.

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

INCLUSION

This policy is written with the inclusion of all children in mind. Its content will be differentiated to accommodate all levels of ability.

We will respect the beliefs of parents who wish to withdraw their child from the SRE programme



Parents cannot however withdraw their children from aspects of SRE which are part of the National Curriculum. We will engage in positive dialogue with a view to illustrating to parents the relevance and importance of such a programme to their child.

Parents who still wish to exclude their child from SRE will be asked to do so in writing to the Headteacher.

PARTNERSHIP WITH PARENTS

Parents need to know that the school's SRE programme will complement and support their role as parents and that they can be actively involved in the determination of the school's policy.

Parents are the key people in:

- Teaching their children about sex and relationships.
- Maintaining the culture and ethos of the family.
- Helping their children cope with the emotional and physical aspects of growing up.
- And preparing them for the challenges and responsibilities that sexual maturity brings.

Parents need support in:

- helping their children learn the correct names of the body.
- talking with their children about feelings and relationships.
- answering questions about growing up, having babies.

To achieve this :

- The relevance and importance of the SRE programme will be made explicit.
- We would also hope to provide advice where appropriate.
- Parents are welcomed and encouraged to see the materials used in the teaching of SRE.
- Parents have the right to withdraw their child from SRE lessons which are outside the compulsory elements contained in the Science curriculum.
- Once a child has been withdrawn they cannot take part in the SRE until the request for withdrawal has been removed. Such requests should always be made in writing to the Headteacher.
- We will respect the beliefs of parents who wish to withdraw their child from the SRE programme.

SRE CURRICULUM GUIDELINES

- 1) SRE will be taught in the context of relationships. Topics and themes will be repeated from year to year in greater depth, taking account of pupil development.
- 2) The knowledge, understanding, skills and attitudes which pupils in KS1 and 2 cover are outlined in DfES SRE guidance (DfES 0116/2000) and within the **Science National Curriculum 2014** for both key stages.
- 3) The delivery of the SRE programme will be by the school staff.
- 4) Health professionals are also used to support parts of the SRE programme. They are made aware of the school's SRE policy and programme and should abide by it and on the instruction of the Headteacher.
- 5) Resources:
 - FS, Year 1 and 2 Bel Air PSHE
 - Years 3 and 4 Folens PSHE Books C4 Living and Growing UNIT ,PSHE posters
 - Year 5 and 6 C4 Living and Growing - UNIT 2 Changes, C4 Living and growing UNIT 3 girl talk and boy talk, PSHE posters ,Books by Robie Harris.



All year groups are using the Derby City SRE scheme to supplement above resources. All lessons will be taught in mixed classes where appropriate. Single gender groups will be used where appropriate and relevant.

- 6) The delivery of the SRE programme will be:
 - as topics through planned aspects of Science/PSHE
 - through pastoral time
 - addressed occasionally in assembly time
 - through occasional visits from the school nurse, parents, babies etc.
 - through use of story time/circle time
- 7) Active learning methods which involve children's full participation will be used. Discussion will be encouraged at all times.
- 8) Difficult or explicit questions do not have to be answered directly. Teachers will follow guidance in the next section -**TEACHING STRATEGIES**.
- 9) Health professionals are also used to support parts of the programme and made aware of the school's SRE policy and programme and abide by it.

TEACHING STRATEGIES FOR SRE

It is essential that our children develop confidence in talking, listening and thinking about sex and relationships. To avoid embarrassment or anxiousness for anyone involved in the process, teachers, pupils, parents, visiting professionals etc. there are key teaching strategies which Mickleover Primary School uses:

METHODOLOGY AND RESOURCES

Active learning methods which involve children's full participation will be used. This includes use of quizzes, case studies, research, role play, dvd, small group discussion and use of appropriate guest speakers.

Sex and Relationship education takes place within mixed sex classes or single gender groups as deemed appropriate and relevant, with the pupils' usual class teacher. Should a teacher be absent it would not be undertaken by a short-term supply teacher.

Teaching is conducted in a safe learning environment through the use of ground rules and distancing techniques so that pupils are not put on the spot or expected to discuss their own personal issues in class. Teaching resources are selected on the basis of their appropriateness to pupils.

GROUND RULES AND DISTANCING TECHNIQUES

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of sex and relationships. To this end ground rules have been agreed to provide a common values framework within which to teach. There are clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher or pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- Only the correct names for body parts will be used.
- Meanings of words will be explained in a sensible and factual way.



ANSWERING DIFFICULT QUESTIONS

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the PSHE/Citizenship Coordinator concerned.

DEALING WITH QUESTIONS

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- Teachers should set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which does not encourage giggling and silliness.
- Pupils should be encouraged to write down questions anonymously and post them in a question box. The teacher will have time to prepare answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate.
- If a verbal question is too personal the teacher should remind the pupils of the ground rules.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- Pupils must not be given the impression that teenagers inevitably have sex, the view that sex should be between two people who are mature enough to make informed decisions should be emphasised.
- If a teacher is concerned that a pupil is at risk of sexual abuse the Headteacher should be informed and the usual child protection procedures followed.

PUBERTY

Boys and girls need to be prepared for puberty. Mickleover Primary School in consultation with its parents chooses an appropriate time to do so.

In this school as children reach puberty they know and understand that they will change and develop, and will have confidence in managing the physical and emotional changes.

MENSTRUATION

This school acknowledges that the onset of menstruation can be alarming for girls if they are not prepared. Research shows that a third of girls are not told about periods by their parents and 10% receive no preparation at all before their first period. The SRE programme therefore includes such preparation.

The school also makes sensitive arrangements to help girls cope with menstruation in school and with requests for sanitary protection.

SEXUAL ACTIVITY

There will be rare occasions when a primary school teacher is directly approached by a child who is sexually active or contemplating sexual activity. This will always raise child protection issues and sensitive handling will be needed to ensure that a proper balance is struck between



the need to observe the law and the need for sensitive counseling and treatment including protection from disclosure to inappropriate adults. Initially teachers should do the following :

- The Headteacher will address the child protection issues and ensure that help is provided for the child and family.
- N.B All staff should be familiar with the procedures set out in the Department's Child Protection Circular 10/95 – ' Protecting Children from Abuse: The Role of the Education Service.
- Staff should also be familiar with the school's Child Protection Policy and Confidentiality Policy (where available).

MONITORING AND EVALUATION

To ensure the entitlement of each child the SRE programme needs to be closely monitored and evaluated. In order to work towards this:

- Class teachers should record the progress and learning of the children in their class.
- Plenaries should be used to check what has been learnt that session.
- Comment boxes, short quizzes, questionnaires, now we know . . . statements etc. can be used at the end of units, to check delivery of the programme.
- Staff should have feedback opportunities to iron out problems and/or identify training needs.
- Feedback will be sought from parents.

Links to other policies:

[PSHE policy](#)
[Anti-bullying policy](#)
[Child Protection policy](#)
[Internet Safety policy](#)