



## Mendlesham Primary School

### Sex and Relationship Education Policy

Agreed by Governors: Oct 2016

Signature of Chair of Governors:

Review due: Oct 2019

'By understanding the uniqueness of each child, our School provides excellent opportunities in a safe and caring environment, for all to enjoy learning for life.'

## **Introduction**

At Mendlesham Primary School, we aim to provide a broad and balanced curriculum tailored to individual pupil needs, which will enable all children to achieve their maximum potential. We also strive to ensure that all pupils develop an enthusiasm for and a love of learning.

## **What is Sex and Relationship Education?**

It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable, loving, respectful and caring relationships for family life.

It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

It is about;

- learning the importance of values and individual conscience and moral considerations
- understanding the importance of stable, loving, respectful and caring relationships for family life
- exploring, considering and understanding moral dilemmas
- developing critical thinking as part of decision-making
- 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 an absence of prejudice
- developing an appreciation of the consequences of choices made
- managing conflict
- knowledge and understanding learning and understanding physical development at appropriate stages
- understanding human sexuality, reproduction, sexual health, emotions and relationships

(Reference has been made to DFEE SRE Guidance 0116/2000 (2000))

## **Objectives**

**The school aims to provide a graduated, age-appropriate SRE programme emphasising the social and emotional aspects of relationships (likely to be delivered as PSHE lessons)**

Education about relationships for 4-7 year olds will focus on the building of self-esteem and confidence by encouraging learners to:

- respect, value and care for themselves and others
- value, recognise and communicate their feelings
- form friendships and relationships
- Respect boundaries – their own and other peoples

SRE will teach 7-11 years:

- the range of their own and others' feelings and emotions
- the importance of personal safety and what to do or to who to go when feeling unsafe
- to develop and use communication skills and assertiveness skills to cope with the influences of their peers and the social media
- to be prepared for puberty and adulthood, including physical and emotional changes that take place at puberty, including conception, pregnancy and birth

## **Implementation**

Sex and relationship education will be made available to all pupils through the curriculum at an appropriate level. This will mostly be delivered through the PSHE curriculum and the Science Curriculum. Class teachers will adapt the planning according to the needs of the class. Lessons will take place in a caring environment where children are made to feel comfortable and are able to ask and answer questions.

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.

The minimum statutory requirement for SRE is that schools must deliver the National Curriculum for Science to all children within school:

**Programme of Study for Science that have a Sex and Relationship focus.** (Based on National Curriculum 2014)

### **Foundation and Key stage 1**

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.
- Notice that animals, including humans, have offspring which grow into adults.
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).

- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager and adult.

### **Key stage 2**

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals

They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment. They should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

Pupils might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.

- Describe the changes as humans develop to old age.

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

### **How is SRE provided?**

The Chris Winter Project resources are used across the school to support the delivery of SRE.

It is essential that the school can help the children and young people develop confidence in talking, listening and thinking about sex and relationships. Teachers and other staff may need to overcome their own anxieties and embarrassment to do this effectively. Partnership between school and parents is the key to success.

There are a number of teaching strategies that can help this, including:

- establishing ground rules with their pupils
- using 'distancing' techniques
- knowing how to deal with unexpected questions or comments from pupils
- using discussion and project learning methods and appropriate materials; and
- encouraging reflection

## **Ground rules**

A set of ground rules will help teachers create a safe environment in which they do not feel embarrassed or anxious about unintended or unexpected questions or comments from pupils. Ground rules will be developed individually with each class or year group.

A suggestion of some rules:-

- no one (teacher or pupil) will have 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
- the meanings of words will be explained in a sensible and factual way.

## **Distancing techniques**

Teachers can avoid embarrassment and protect pupils' privacy by always depersonalising discussions. For example, role play can be used to help pupils 'act out' situations. Case studies with invented characters, appropriate videos and visits to theatre in education groups can all help pupils discuss sensitive issues and develop their decision-making skills in a safe environment.

- 'Concerning questions' these could possibly be indicative of safeguarding issues. In this case, teachers will follow the school safeguarding procedures.
- 'Genuine questions' the child has a genuine but age inappropriate question.

In this case, the child's question will be acknowledged, with a promise to return to it later. The class teacher will then consult with the child's parents, and discuss if they would like to answer the question themselves, or whether they want the school to answer, in the case of the latter, it will be discussed with parents how much information they are happy for their child to have.

## **Involvement of external agencies**

It is recognised that at some time it may be appropriate to bring in the support of outside agencies such as the school nurse. This should be to support the teacher in the class and not to replace them.

## **Monitoring and Evaluation**

Lessons and pupil's work will be monitored as in all subjects in accordance with School Policy. Long and Medium plans are monitored by the PSHE co-ordinator in line with School policy.

The Curriculum and resources are monitored by class teachers and PSHE Coordinator.

## **Parental Consultation/Option to Withdraw Child from Sessions**

We are committed to working with parents and The Sex and Relationship Education policy is shared on the school website and full detail are available on request. The school informs and supports parents when aspects of the sex and relationship programme are taught and will be given an outline of the lessons in advance so they are able to make an informed decision.

We will communicate with Parents about having the right to withdraw their children from those aspects of sex and relationship education, not included in the Science National Curriculum

through a 1 to 1 meeting with class teacher and parent or Head teacher. However this rarely happens as by working in partnership with parents, they recognise the importance of this aspect of their child's education.

'If the parent of any pupil in attendance at a maintained school requests that he may be wholly or partly excused from receiving sex education at the school, the pupil shall, except so far as such education is comprised in the National Curriculum, be so excused accordingly until the request is withdrawn.' Education Act 1996 (Section 405)

### **Safeguarding / Confidentiality**

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

- The staff member will inform the Head Teacher in line with the LEA procedures for child protection.
- A member of staff cannot promise confidentiality if concerns exist.

### **Links with other policies**

This policy is linked with the following policies:

PSHE

Equal Opportunities

Safeguarding

E-Safety

Confidentiality

Behaviour and Anti-Bullying

Science

Visitors Policy

### **Consultation Process**

Governors to write the policy. Policy shared and consulted with the Head teacher, PSHE Coordinator, teaching staff and parents.



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Linguamarque  
Bronze

