



## Marston Montgomery Primary School

### Sex and Relationships Policy

Policy written - September 2017

To be reviewed - September 2019

**Marston Montgomery Primary School**  
**Sex and Relationships Education Policy**

**Introduction**

“All schools must have an up to date SRE policy which is made available for inspection and to parents. The policy must:

- Define sex and relationship education;
- Describe how sex and relationship education is provided and who is responsible for providing it;
- Say how sex and relationships education is monitored and evaluated;
- Include information about parents’ right to withdrawal; and
- Be reviewed regularly”

**Sex and Relationship Education Guidance (DfE 0116/2000)**

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.

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

**Moral and Values Framework**

Sex and relationships education reflects the values of the PSHE and Citizenship programme. SRE will be taught in the context of relationships. In addition SRE will promote self esteem and emotional health and well-being and help pupils form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

**Process for Policy development**

The policy has been developed in consultation with parents/carers, staff governors, school health staff and other relevant agencies.

The policy is available on the school website for parents to view.

**Aims and Objectives for Sex and Relationships Education**

The aim of SRE is to provide children with age appropriate information to 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 Relationships 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

## **The teaching programme for Sex and Relationships Education**

### **Legal requirements**

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**

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- 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.

#### **Lower Key Stage 2**

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
- identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- describe the simple functions of the basic parts of the digestive system in humans.
- identify the different types of teeth in humans and their simple functions.
- construct and interpret a variety of food chains, identifying producers, predators and prey.

#### **Upper 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.
- describe the changes as humans develop to old age.
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children.

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 can successfully follow the outline given below;

### **Foundation**

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.

### **Key Stage 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.

## **Key Stage 2**

In science children build on their knowledge of life cycles and learn about the basic biology of human reproduction.

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. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

Sex and relationships education should focus on the development of skills and attitudes not just the acquisition of knowledge.

## **The organisation of Sex and Relationship Education**

Teresa Bosley is the designated teacher with responsibility for coordinating sex and relationships education.

Sex and relationships education is delivered through science, RE, PSHE, Citizenship, literacy activities, circle and R time. Sex and relationship education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as the school nurse.

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

Sex and relationships education is usually delivered in mixed gender groups however, there may be occasions where single gender groups are more appropriate and relevant.

Resources to teach sex and relationship education include fiction, reference books, leaflets and extracts from videos.

## **Specific Issues**

### **Parental consultation**

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

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.

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.

### **Child Protection / Confidentiality**

Teachers need to be aware that effective sex and relationships 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 / Designated Safeguarding Lead in line with the LA 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 & Citizenship  
Equal Opportunities  
Child Protection  
Confidentiality  
Behaviour  
Anti Bullying

These policies can be found in the policy folder in the headteacher's office or on the school website.

### **Dealing with difficult questions**

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.

### **Use of visitors**

"Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator's and teacher's responsibility to plan the curriculum and lessons." Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11

When appropriate, visitors such as the school nurse may be involved in the delivery of sex and relationship education, particularly in Key Stage 2.

### **Children with special needs**

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

### **Monitoring and Evaluation**

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

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

SRE issues will be included in the induction programme for all new members of staff.