

# Sex and Relationships Education Policy



**Mowmacre Hill**  
Primary School

**This policy was written in June 2016**

**This policy is renewed annually and so will be  
renewed: June 2017**

**Print Name** \_\_\_\_\_

*(Chair of Advisory Board)*

## Signature \_\_\_\_\_

### **Why do we teach Sex and Relationships Education?**

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 focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

According to DfES guidance SRE is: “...*lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.*” DfES “Sex and Relationship Guidance”, 2000

The DfES “Sex and Relationship Guidance” (2000) recommends that: “*Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives*” and that “*schools should have a sex and relationship education programme tailored to the age and physical and emotional maturity of the children.*”

The school has a key role, in partnership with parents/carers, in providing SRE. Research has shown that young people who feel good about themselves, and are knowledgeable and confident about sex and relationships.

At Mowmacre Hill Primary School we believe Sex and Relationship Education (SRE) to be lifelong learning about physical, moral and emotional development, which begins from an early age. It is the understanding of the importance of loving and stable relationships, respect, love and care. We recognise that there are 3 main aspects to SRE:

- Attitudes and Values
- Personal and Social Skills
- Knowledge and Understanding.

SRE is acknowledged within the school to be an opportunity for children to develop their understanding and knowledge and prepare themselves for the future. It is not a promotion of early sexual activity.

### **Provision and Responsibility**

SRE is a crucial element to the school’s Science and Personal Social Health Education subject curriculum. Other aspects are taught through planned lessons in the curriculum as well as through wider school activities such as assemblies, children are able to develop their ideas, knowledge and skills gradually and appropriately. Daily practices within school will also support the SRE policy such as children using single sex changing rooms when preparing for PE lessons.

The Personal Social Health Education Subject Leader has the responsibility of ensuring the aspects of SRE are being delivered through the appropriate levels.

In our school we have a commitment to ensure that our programme is relevant to all pupils and that it is taught in a way that is age and stage appropriate. To ensure all children have access to the SRE curriculum, wherever possible, activities will be differentiated. Where appropriate, sessions will also be taught in single sex groups.

### **SRE Guidelines**

During Year 5 at the school, children are taught about the following:

- The changes in their bodies which are related to puberty (e.g. periods, voice breaking, changes in hormones and physical appearance).
- When these changes are most likely to happen.

During their final year (Year 6) at school, the children are taught about the following:

- How a baby is conceived and born.
- Safe sex practices.
- Sexually transmitted diseases.
- Promiscuity.
- Homosexuality if initiated by child discussion.
- The legal standings for age of consent.

The school nurse supports the delivery of these topics in school as needed.

### **Monitoring and evaluation**

The Personal Social Health Education subject leader and Science subject leader monitors PSHE & Science planning for the appropriate delivery of SRE by adhering to the school's scheme of work. The Head Teacher designates responsibility for monitoring through work sampling and observations. This policy will be reviewed as and when new guidelines are proposed.

### **Equal Opportunities**

Children may have varying needs regarding SRE depending on their circumstances and background. The school strongly believes that all pupils should have access to SRE that is relevant to their particular needs. To achieve this, the school's approach to SRE will take account of:

#### **The Needs of Boys as well as Girls**

Girls tend to have greater access to SRE than boys, both through the media (particularly magazines) and the home. We will consider the needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying.

### Ethnic and Cultural Diversity

Different ethnic and cultural groups may have different attitudes to SRE. 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.

### Varying Home Backgrounds

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.

### Sexuality

On average, about 5% of our pupils will go to define themselves as gay, lesbian, bi-sexual or transgender (GLBT). Some pupils may have GLBT parents/carers, brothers or sisters or other family members and/or friends. Our approach to SRE will include sensitive, honest and balanced consideration of sexuality. We shall actively tackle homophobic bullying.

### Special Educational Needs

We shall take account of the fact that some of our pupils may have learning, emotional or behavioural difficulties or physical disabilities that result in particular SRE needs.

### **Parental right to withdraw**

Most of a pupil's informal sex and relationships education occurs within the family and the school's programme will complement and build on this in co-operation with homes. Parents or carers have the right to withdraw their child from SRE lessons. Parents of Year 5 and 6 children will be asked permission for participation prior to the start of the sessions. If a parent or carer wishes to withdraw their child, they need to have a discussion with the Class Teacher, so that he/she can be made aware of the reasons and provide alternative arrangements.

### **Child Protection**

At Mowmacre Hill Primary School, all teachers are aware that SRE, which brings up an understanding of what is and what is not acceptable in a relationship, can lead to a disclosure of a child protection issue. Therefore the following steps are taken:

- All staff have been CRB checked.

- All staff receive regular training about the school's child protection policy.
- All staff know the member of staff who has designated responsibility for child protection.
- All staff are aware of the procedures for reporting concerns over child protection issues.
- Staff are aware of and alert to the signs of abuse.

### **Confidentiality**

The points listed below show how we adhere to recommended guidelines and the school's confidentiality policy during the teaching of SRE:

- Staff cannot offer or guarantee unconditional confidentiality.
- If teachers have any concerns over sexual abuse or other child protection issues they must follow the school's policy.
- In a classroom context, health professionals need to follow the school's child protection policy.
- Children should be reassured their best interests will always be maintained.
- In classroom settings, a set of clear ground rules will be agreed and implemented by staff and children.