



Mill Lane Primary School Sex & Relationship Education

Adopted :November 2016

Review Date : November 2017

Purpose of the policy

The purpose of this policy is to explain the aims of SRE within Personal, Social, Health and Citizenship Education. It also describes what we teach and the approaches we use. This policy helps to ensure that the whole school community: parents, staff, governors and pupils have a shared understanding of Sex and Relationship Education. However, the overarching aim is for young people to be equipped with the information and skills they need in order to:

- Be Healthy (physically, sexually, emotionally)
- Stay Safe (from maltreatment, neglect, violence, sexual exploitation, bullying, discrimination, crime and anti-social behaviour in and out of school)
- Enjoy and Achieve (attend school regularly, enjoy personal achievements, social development and recreation)
- Make a Positive Contribution (contribute to decisions, support the community, understand and abide by the law; develop positive relationships and self confidence)
- Achieve economic well being

Moral and Values Framework

Sex and Relationship education reflects the school ethos and demonstrates and encourages the following values:

- Respect for self;
- Respect for individuals and human rights
- Responsibility for their own action;
- Responsibility for their family, friends, school and wider community
- The value of family life
- Freedom from exploitation
- Acceptance of minority groups

Faith and Cultural Perspectives in SRE

Mill Lane Primary School believes that children from all faiths and cultures in the school have an entitlement to SRE. SRE should be sensitive to the range of different faiths, cultures, beliefs and values in the school and in a pluralistic and multi-faith society. Where appropriate certain aspects of the SRE programme may be delivered in single sex groups.

Aims of the SRE Programme

Mill Lane Primary School believes that sex and relationship education in school will be developmental and a foundation for further work. It will be delivered as part of an integrated PSHCE programme across the school.

“SRE is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes” (Sex Education Forum, 1999).

The sex and relationship education programme at Mill Lane Primary School will:

- Provide information which is easy to understand and relevant and appropriate to the age and maturity of the pupils;
- Include the development of communication and social skills;
- Encourage the exploration and clarification of values and attitudes.

Sex education will be taught in the context of relationships. Topics will take account of the pupil’s development

Learning and teaching of SRE

Delivery will be:

- as topics
- through planned aspects of science
- addressed occasionally in assembly time
- through story time
- through PSHCE lessons

Content for Sex and Relationships Education

We cover the following in each key stage:

Foundation

Children learn about the concept of male and female and about young animals. In ongoing PSHCE work, they develop skills to form friendships and think about relationships with others. They begin to learn about growing from young to old and explore some simple life cycles.

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. 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.

In year 5 and 6 children will be taught about physical differences between males and females; physical and emotional changes during puberty; how babies are made and born and concerns that boys and girls may have as they become adults. They will also consider how sex is portrayed in the media, sexual stereotyping and understand that changing emotions are a normal aspect of puberty.

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

This content has been agreed in consultation with governors, parents and teaching staff.

Teaching and Learning

A range of teaching strategies are used, including:

- a planned programme of teaching, as appropriate for different ages;
- helping children develop confidence in talking, listening and thinking about relationships and sex;
- establishing ground rules, 'distancing' techniques, making use of discussion and project learning and encouraging reflection;
- appropriate use of whole-class time and small-group discussions and activities, especially when addressing sensitive issues;
- visiting health professionals, who may have a discrete role and complement planned curriculum lessons.

Specific Issues Statements

All the issues highlighted in this section will be addressed alongside the morals and values and faith and cultural perspectives highlighted earlier. Children will also be encouraged to discuss any issues with their parents/ carers and families if they feel able. Up to date medical information will be given in discussion of these subjects, where appropriate. This could be from the school nurse or other visiting Health Professionals.

Sexuality and Sexual Orientation

Mill Lane School believes that SRE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

Homophobic bullying is dealt with strongly yet sensitively.



Answering difficult questions

Sometimes an individual pupil will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed individually later. Mill Lane school believes that individual teachers must use their skill and discretion in these situations and refer to the PSHCE co-ordinator or head teacher if they are concerned. Opportunities for questions will be given through a question box. Any questions will be anonymous in order to protect adults delivering sessions. Sensitive questions or questions that are unable to be answered by the teacher will be referred to the PSHCE co-ordinator. If outside visitors are being used to deliver elements of SRE it may be possible to consult with them to answer these questions.

Confidentiality and Child Protection

Children may make personal disclosures in group settings, particularly in SRE where a climate of trust is created to enable discussion of potentially sensitive topics. Teachers and others supporting SRE cannot offer or guarantee absolute confidentiality. If any safeguarding issues are raised as a result of SRE units of work, the school's safeguarding procedures will apply. It is essential that all are aware of the school's Safeguarding Policy. A copy of this is available from the school's office or website.

SRE, Equal Opportunities and Inclusion

Mill Lane School is committed to working towards equality of opportunity in all aspects of school life. The school will work to ensure that the policy and programme is relevant to:

Boys as well as girls

The range of cultures and faiths of pupils within school

Pupils with special needs

Lesbian, gay and bisexual pupils

All resources and methods will be as inclusive as possible and guidance will be sought on the most accessible resources relevant to the needs of the pupils in our school, where appropriate.

Withdrawal from the SRE programme

Under the Education Act 1993 parents can withdraw pupils from sex education outside the compulsory elements delivered through the science National Curriculum. Parents or carers wanting to exercise this right are invited to see the head teacher who will discuss their concerns. Once a child has been withdrawn they cannot take part in sex education until the request for withdrawal has been removed.

Use of support agencies

The school appreciates the input that visitors can contribute to the SRE programme. There are various people who can resource and support school based sex education. These people may include the school nurse, religious or other health professionals as well as parents.

When working with external agencies the school SRE coordinator will meet with an agency representative to ensure they are aware of the school sex and relationships education policy, specifically the Specific Issues content of the policy

Teaching Materials and Resources

The school has the following resources that it uses to deliver elements of SRE: Channel 4 All About Us: Living and Growing DVD and accompanying resources.

The material used will be available for review on request to the PHSE coordinator. Materials used will be available for parents to view on request.

Dissemination of the Policy

The Sex and Relationship Education Policy is available on the school website. Hard copies of the policy are available on request. The policy has been fully discussed by the governors.

Appendix 1: Learning Outcomes

The learning outcomes below have been reproduced from the Ofsted report on SRE (2002). In their inspection and survey of SRE practice Ofsted found that schools paid insufficient attention to the learning outcomes for SRE. Ofsted developed draft outcomes that can act as a guide for schools and which can be adapted to suit their individual SRE programmes. The following statements are offered as illustration of learning outcomes for SRE for each key stage. They give a basis for planning work to develop knowledge and understanding, values and attitudes and personal skills in SRE. They draw on DfES and other guidance on SRE and reflect elements of the non-statutory framework for PSHE. Those statements marked with an asterisk are part of the National Curriculum science requirements.

By the end of Key Stage 1

Pupils will be able to:

- Recognise and compare the main external parts of the bodies of humans*
- Recognise similarities and differences between themselves and others and treat others with sensitivity*
- Identify and share their feelings with others
- Recognise safe and unsafe situations
- Identify and be able to talk with someone they trust
- Be aware that their feelings and actions have an impact on others
- Make a friend, talk with them and share feelings
- Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

Pupils will know and understand:

- That animals, including humans, grow and reproduce*
- That humans and animals can produce offspring and these grow into adults*
- The basic rules for keeping themselves safe and healthy
- About safe places to play and safe people to be with
- The needs of babies and young people
- Ways in which they are like and different from others
- That they have some control over their actions and bodies
- The names of the main external parts of the body including agreed names for sexual parts
- Why families are special for caring and sharing.

Pupils will have considered:

- Why families are special
- The similarities and differences between people
- How their feelings and actions have an impact on other people.

By the end of Key Stage 2

Pupils will be able to:

- Express opinions, for example, about relationships and bullying
- Listen to, and support others
- Respect other people's viewpoints and beliefs
- Recognise their changing emotions with friends and family and be able to express their feelings positively
- Identify adults they can trust and who they can ask for help
- Be self-confident in a wide range of new situations, such as seeking new friends
- Form opinions that they can articulate to a variety of audiences
- Recognise their own worth and identify positive things about themselves
- Balance the stresses of life in order to promote both their own mental health and well-being and that of others
- See things from other people's viewpoints, for example their parents and their carers
- Discuss moral questions
- Listen to, support their friends and manage friendship problems
- Recognise and challenge stereotypes, for example in relation to gender
- Recognise the pressure of unwanted physical contact, and know ways of resisting it.

Pupils will know and understand:

- That the life processes common to humans and other animals include growth and reproduction*
- About the main stages of the human life cycle*
- That safe routines can stop the spread of viruses including HIV
- About the physical changes that take place at puberty, why they happen and how to manage them
- The many relationships in which they are all involved
- Where individual families and groups can find help
- How the media impact on forming attitudes

About keeping themselves safe when involved with risky activities

That their actions have consequences and be able to anticipate the results of them

About different forms of bullying people and the feelings of both bullies and victims

Why being different can provoke bullying and know why this is unacceptable

About, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together.

Pupils will have considered:

The diversity of lifestyles

Others' points of view, including their parents' or carers

Why being different can provoke bullying and why this is unacceptable

When it is appropriate to take a risk and when to say no and seek help

The diversity of values and customs in the school and in the community

The need for trust and love in established relationships

Appendix 2: Procedures for supporting any members of the school community infected or affected by HIV.

Staff and governors of Mill Lane School have agreed to follow procedures laid out in the policy to support any members of the school community infected or affected by HIV. No one living with HIV should be excluded or prevented from all the services provided by the Education Department

The following issues apply:

1. HIV is not a notifiable disease and there is no obligation for anyone associated with the school, either staff or pupil to inform the school of their HIV status.
2. Confidentiality concerning a person's HIV status must be safeguarded at all times and information shared only with the person's informed consent, The need for strict confidentiality to be maintained applies to whether a person received information about someone's HIV status directly (specifically being informed) or indirectly (finding out).
3. Universal infection control procedures should be followed at all times. Surgical gloves will be made available to all staff and should be worn when dealing with blood.
4. Education about HIV and AIDS is an essential part of the drugs and sex education component of any personal, social and health education (PSHE) programme. The purpose of teaching about HIV is to foster a sense of responsibility and respect for oneself and others and to provide young people with the self esteem, confidence and skills they will need to maintain good health and relationships. We wish to promote a caring and compassionate attitude to those in the community who have become infected with HIV.