



ROBERT MELLORS PRIMARY ACADEMY

Sex and Relationship Education Policy

Rationale

SRE at Robert Mellors Primary Academy will be provided in line with legal requirements (Education Act 1996, Learning and Skills Act 2000). The governors at Robert Mellors Primary Academy have overseen the production and development of an SRE policy, which will be made available to parents, and have decided to deliver an SRE programme in addition to that which is part of the statutory Science and the PSHE Curricula.

The school recognises the contribution that SRE in the primary school can make to government health targets. SRE in the primary school builds the foundations of knowledge, skills and attitudes that help young people to make positive, informed and safe choices about their health and well-being both now and in later life.

Working with Parents

We recognise that parents are key partners in our delivery of a comprehensive SRE programme for pupils at the school. The SRE we deliver is designed to support the important role of parents in this area.

Before children embark on their SRE learning each year, we write to parents outlining its content. In addition to this, parents are always offered the opportunity to view the information and resources that will be delivered.

If parents have concerns about any of the content to be covered we ask that these are addressed to the Head Teacher.

Right to withdraw

Legally parents have the right to withdraw their children from SRE that takes place outside of the science national curriculum. Any parent wishing to take this course of action should send a letter to the Head Teacher outlining their concerns. The parent will be asked if they would like to meet to discuss this further.

We will do our best to address any worries that the parent may have. In the event of a parent still choosing to withdraw their child we will provide alternative PSHE work on a different topic. Parents will be offered the chance to borrow resources should they wish to deliver SRE at home.

Aims and Objectives for Sex and Relationship Education

The aim of SRE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health-related behaviour.

- 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 that all children have the opportunity to experience a programme of SRE at level which is appropriate for their age and physical development with differentiated provision if required.
- To achieve this we follow the Christopher Winters SRE Scheme.

The objectives of Sex and Relationship 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;
- To help children to make informed and positive life choices;
- To support children to recognise behaviour and actions that might be inappropriate or abusive;

The teaching programme for Sex and Relationship Education Legal requirements

EYFS and Key Stage 1

In E2, all schools must teach the following as part of the EYFS curriculum – Development matters. Parents do not have the right to withdraw their children.

- Children learn how to form positive relationships with adults and other children. They also learn about similarities and differences between themselves and others, and among families, communities and traditions. Children learn about similarities and differences in relation to places, objects, materials and living things and make observations of animals and plants.

In Key Stage 1, all schools must teach the following as part of the National Curriculum Science. Parents do not have the right to withdraw their child/children.

- In science children have plenty of opportunities to learn the names of the main body parts. They are also introduced to the processes of reproduction and growth in animals with a focus on questions that help pupils to recognise growth.

In addition to this, using the Christopher Winters Project Curriculum, non-statutory coverage in each year group will be as follows:

- F2** Family and friendship: caring friendships, being kind and families.
- Y1** Growing and caring for ourselves: different friends, growing and changing and families and care.
- Y2** Differences: gender and gender stereotypes, male and female animals, naming body parts

Key Stage 2

In science, children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby in years 5 and 6.

Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. They continue to develop an understanding of relationships; family between friends and the community and that there are different patterns of friendships and relationships. They will develop skills needed to form relationships and to respect other people's emotions and feelings. Sex and relationship education focuses on the development of skills and attitudes not just the acquisition of knowledge.

In addition to this, using the Christopher Winters Project Curriculum, non-statutory coverage in each year group will be as follows:

- Y3** Differences: male and female, personal space, family differences.
- Y4** Valuing differences and keeping safe: growing and changing, body changes and reproduction, what is puberty?
- Y5** Puberty: talking about puberty, male and female changes, puberty and hygiene.
- Y6** Puberty and reproduction: puberty and reproduction, relationships and reproduction, conception and pregnancy

The organisation of Sex and Relationship Education

Mrs E Essex is the Designated Person with responsibility for overseeing sex and relationship education.

Mrs J Molde is the designated governor with responsibility for Sex and Relationship Education.

Sex and Relationship Education is taught by classroom teachers 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 relationship education. These include use of DVD, website links, discussion, looking at case studies and role play.

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.

Resources to teach Sex and Relationship Education include extracts from DVDs and the internet.

- The Christopher Winters Scheme
- Channel 4 Living and Growing Alternative DVD

(Sex and Relationship Education is monitored and evaluated by the subject leader in this area. As a result of this process changes will be made to the Sex and Relationship Education programmes as appropriate).

Child Protection / Confidentiality

Protecting children and vulnerable people is a key priority for all members of our team. We are committed to safeguarding all the children in our care and are very clear on how we identify and report allegations.

Please refer to our Child Protection (Safeguarding) Policy for further information.

Child sexual abuse and exploitation can take many different forms and is not exclusive to any single culture or community. At Robert Mellors, we provide detailed SRE lessons, and Childline assemblies for all our children.

Teachers are 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/Designated Child Protection person 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
- Equal Opportunities
- Child Protection
- Confidentiality
- Behaviour
- Anti-Bullying

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 anonymous questions 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.

Children with special needs (including SEMH)

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 Subject Leader and named governor.

Any change will be reflected in the school prospectus. SRE issues will be included in the induction programme for all new members of staff.