

Sex and Relationship Education Policy

What is Sex and Relationship Education (SRE)?

SRE is embedded in our PSHE (Personal, Social, Health and Education), SEAL (Social and Emotional Aspects of Learning) and the Science programme of study for KS1 and KS2. We teach a curriculum that builds upon prior and age appropriate information in a careful and sensitive way. We give children accurate information about relationships and sex allowing opportunities to develop life skills and a moral framework that aims to enable them to make positive use of the information. Our SRE framework is split into 6 strands: Relationships, My Body, Feelings and Attitudes, Lifecycles/Human Reproduction, Keeping safe and looking after myself and People who help me/ getting advice. The majority of our SRE framework is delivered predominantly by the pupils' class teacher, through everyday lessons, circle times and assemblies. 'Big Talk Education' will also be coming in to teach the children about elements of the My Body, Feelings and Attitudes and Lifecycles strands alongside class teachers. 'Big Talk Education' is a group that delivers high quality Sex and Relationship Education workshops to pupils from Nursery through to Year 6. Our SRE framework is implemented from nursery through to Year 6 with a graduated approach. In Years 5 and 6 the school enhances the programme by delivering additional sessions on the changes of puberty.

Aims and Objectives

This policy is a working document which provides guidance and information on all aspects of SRE and aims to provide a secure framework within which staff can work. This SRE Policy is available for all to read on our website.

We aim to develop and provide the following within a social, moral, spiritual and cultural framework:

- Self-esteem and self-awareness.
- A moral framework and conscience that will guide their decisions and behaviours'.
- The skills needed for successful relationships of all kinds: friends, family, and parents as well as partners in later life.
- A beneficial attitude towards difference and diversity.
- An understanding of the value of respect, love and care.
- An understanding of their own and others' rights.
- Respect others' opinions.
- Emotional literacy.
- Good communication skills.
- The ability and confidence to make informed choices.
- To take responsibility for and the consequences of their own actions.
- The ability to keep themselves and other people safe by minimising risk from harm.
- An understanding of their own and others' attitudes, values and beliefs.
- A discerning eye for the messages they receive from the media.

- A positive attitude towards their body and sexuality.
- The ability to access help and support.

Why should SRE be taught?

The DfE state that 'effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives. The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.'¹ In a world where children receive information about sex and relationships from a variety of sources, many of which are inaccurate or 'unhealthy', SRE aims to counterbalance these messages by providing accurate information as part of a supportive programme. SRE is a whole-school approach with teaching points appropriately set for the children's age and physical and emotional maturity to help children to develop and maintain successful relationships, provide them with information that will support them with the process of puberty and help them understand issues relating to sex and reproduction. SRE is about demonstrating to children that matters relating to the body and sex can be spoken about in a sensitive and positive way and it also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and how to stay safe both on and offline. This helps children feel more comfortable communicating about these matters. This therefore will undoubtedly increase the likelihood of them having positive and safe relationships when they are older and behaving responsibly in any sexual relationship they go on to have, as such responsibility usually requires some kind of communication – with a partner and/or sexual health services.

Organisation of the Sex and relationships education programme

Macaulay Primary Academy follows a SRE curriculum split into 6 strands, with graduated objectives for each age phase to ensure children learn at an age-appropriate level. The 6 strands are: Relationships, My Body, Feelings and Attitudes, Lifecycles/Human Reproduction, Keeping safe and looking after myself and People who help me/ getting advice.

Content

Within the 6 strands of our SRE curriculum, aspects covered throughout their school life are:

- How they have changed since being a baby
- How they are similar and different to others
- Scientific names for body parts
- Who looks after them
- Similarities and differences between their own and other children's families
- What makes them and others feel good
- Who to go to if they are worried or concerned about anything
- About privacy and appropriate touch
- How relationships change over time
- Correct and incorrect behaviour
- Bullying
- Why feelings change and develop over time
- How to cope with strong feelings

¹ P.3, Sex and Relationship Education Guidance from the Secretary of State

- Where to find information about changes to their body
- Healthy habits
- About their sexuality
- About positive relationships
- Being aware about the influence of the media on how they view themselves
- About conception and human reproduction

Classroom management

Children are taught in mixed gender classes however; for particularly sensitive issues, e.g. Menstruation, they may be taught in single sex groups to cover issues in more depth, although it is ensured that both girls and boys receive the same content overall.

Questions by Pupils

Staff at Macaulay Primary Academy will:

- Answer only those questions that relate directly to the agreed programme/lesson.
- Make it clear, through ground rules, that nobody should ask personal questions
- Be prepared to modify the programme if a certain question recurs (perhaps because of media coverage)
- Encourage pupils to ask their parents/carers any question outside the planned programme.
- Tell pupils that their question will be answered in a later part of the SRE programme

Language and Ground Rules

- Respect will be shown at all times.
- No personal questions are acceptable in SRE lessons.
- Use the correct terms for all body parts as this is deemed good practice.

Resources

SRE resources are chosen and checked for

- being inclusive
- positive, healthy and unbiased messages
- age appropriateness
- promoting positive values
- accuracy
- being up to date

All staff, across all age phases, have access to the Living and Growing units of work and accompanying DVD, as well as support from 'Big Talk' Workshops to help develop their own confidence and understanding of how to deliver SRE.

Monitoring and Evaluation

At Macaulay Primary Academy, coverage of SRE objectives is monitored using an assembly folder that shows which objectives have been covered when and by whom for each age phase during assemblies. Coverage of other objectives covered during 'Big Talk' workshops and lessons are also highlighted off by Key Stage Leaders and monitored and evaluated annually by the SRE co-ordinator. There is also on-going consultation with staff over any support or resources required to better cover the objective from the SRE curriculum,

Parental Involvement & Withdrawal

Here at Macaulay Primary Academy, we believe it is essential to have good home school communication, and therefore we encourage parental involvement in understanding the content of the SRE programme. It is recognised that parents are key figures in helping their children adapt to the emotional and physical aspects of growing up. The intention is that the sex and relationship education provided by school will be complementary to, and supportive of, the role of parents. Before any year group embarks upon its SRE programme, parents/carers are informed by letter of their right to withdraw their child from SRE lessons and given an overview of the topics the child will be covering, and an opportunity to view any specific materials such as DVDs used. During 'Big Talk' workshops across all age phases this year, parents will be invited to attend a session fully explaining the reasoning for the workshops and what will be covered. This will also provide parents with an opportunity to ask any questions and seek clarification on the elements of SRE being addressed during the workshops. Parents/carers are also reminded that they can have a copy of the school's SRE Policy on request. Parents/Carers have the right to withdraw their children from all or part of the sex and relationships education provided at school except for those parts included in statutory National Curriculum. Those parents/carers wishing to exercise this right are invited to discuss their objections and concerns and reflect on the impact withdrawal may have on the child. Once a child has been withdrawn, they cannot take part in the SRE programme until the request for withdrawal has been removed.

Safeguarding

SRE may bring about disclosures of safeguarding children issues and all staff are conversant with the procedures for reporting their concerns. In these cases please refer to the school's safeguarding policy. As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, they talk to the named Designated Safeguarding Lead (DSL) or Deputy DSL who will take the appropriate action.

Other Related Policies

This policy should be read in conjunction with the Child Protection and Safeguarding Policy and SEND Policy.

Equal Opportunities

Macaulay Primary Academy is committed to the provision of SRE to all of its pupils. Equal time and provision will be allocated to all pupils with the exception of pupils with special educational needs who will be given extra support if required. Our SRE programme is inclusive and acknowledges and accommodates the diversity within any group of people in terms of gender, religion, language, race, culture, social background, appearance, family set-up, special needs, ability or disability.

Review

This policy will be reviewed annually.

Policy dates January 2018

To be reviewed January 2019

To be agreed at EAB Spring Term 2018