



Sex & Relationships Education Policy

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Sex and Relationships Policy

Introduction

At Mill Lane we believe that Sex and Relationship Education (SRE) is recognised as a vital part of a child's education, ensuring they are ready for the social and emotional challenges of growing up. SRE should be set within a wider school context and support family commitment and love, respect and affection, knowledge and openness.

Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches. We aim to encourage students and staff to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and caring for each other. The Governing Body welcomes any comments or contributions to the policy document.

Aims and Objectives

Our SRE curriculum aims to encourage children to develop the skills of listening, empathy, talking about feelings and relationships with families and friends. Children will have the opportunity to learn the names of the body parts, the differences between males and females and the ways in which they will develop and grow. Importantly, they will also learn to recognise unsafe and risky situations and to ask for help if required. The curriculum continues to develop their knowledge and skills as they learn about the physical and emotional changes of puberty.

Curriculum

At Mill Lane SRE is covered within the Biological aspects of the Science Curriculum and through a scheme called Lucinda and Godfrey. Lucinda and Godfrey is a whole school approach to delivering SRE, and is taught through age appropriate storybooks that follow the two characters as they progress through Primary education, from foundation to Year 6. Below are the book titles which are a starting point for class discussion and work.

Year R: Lucinda and Godfrey - The Introduction

Year 1: First Day at School

Year 2: The Smell Monster

Year 3: Birthday Party

Year 4: Telling Someone

Year 5: Growing and Changing

Year 6: Chill out, it's only puberty!

SRE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any SRE work, in addition to those already used in the classroom. They will cover the following areas:

- Appropriate use of language
- The asking and answering of personal questions.

Inclusion & Differentiation

Mill Lane primary will teach SRE to all children, whatever their ability and individual needs. SRE forms part of our school curriculum policy to provide a broad and balanced education for all our children. Our teachers provide learning opportunities that are matched to the needs of children with learning difficulties. We strive to meet the needs of all pupils with special educational needs, disabilities, special gifts and talents and those learning English as an additional language. We recognise the fact that we have children of differing ability in all our classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

Parental involvement

Parents have the right to see and discuss the content of the SRE lessons that their child will receive with the teacher. Parents and carers are the key figures in supporting their children through the emotional and physical aspects of growing up. We recognise that many children would prefer to receive information about SRE from their parents and carers. Therefore we seek to work in partnership with parents and carers when planning and delivering SRE. We will encourage this partnership by:

- Informing parents and carers about the SRE programme as their child joins the school through the school brochure/prospectus
- Providing supportive information about parents' role in SRE
- Inviting parents to discuss their views and concerns about SRE on an informal basis.
- Providing access for parents and carers to this Policy on request.

Parents and carers have the right to withdraw their children from all or part of those elements of SRE which are not included in the statutory national curriculum Programmes of Study for Science. They are able to withdraw their children from those elements which fall within the non-statutory guidance for PSHcE. The school will make alternative arrangements for children whose parents or carers withdraw them.

Any parent or carer who wishes to withdraw their child should, in the first instance, contact the Class Teacher, DHT or HT to discuss the matter.

We will enable parents wishing to withdraw their children from the non-statutory elements of SRE to access the leaflet 'SRE and Parents' (Phone 0845 602 2260 DfES Code 0706/2001 or download from www.education.gov.uk.) Parents or carers will be asked to reconfirm their decision to withdraw each time SRE is planned for their child's class/year group.

Pupil Participation

We will involve children in the evaluation and development of their SRE in ways appropriate to their age.

- We will engage the children in assessment activities to establish their development needs, for example 'Draw and Write' activities
- We will encourage children to ask questions as they arise by providing anonymous question boxes.
- We will ask children to reflect on their learning and set goals for future learning.
- We will consult children (e.g. through School Council) about their perception of the strengths of our SRE programme and the areas to be further developed.

Staff Training

Teaching SRE can be very rewarding, but we understand that, in order to feel confident, staff may need opportunities to develop the knowledge, skills and attitudes. We recognise that all adults have different personal beliefs and attitudes about SRE. We will discuss relevant issues and, where appropriate, arrange training to enable staff members to feel confident in delivering the Curriculum for SRE. We will also encourage the sharing of good practice. Those with special responsibility for the development of SRE will be offered opportunities to consult with advisors.

Use of Visitors to Support SRE

We believe that SRE is most effectively taught by those who know our pupils well and are aware of their needs. We encourage visitors to our school who may enhance, but never replace, our planned provision. We will work closely with visitors to ensure that the needs of our pupils are met. We will follow this Code of Practice when working with visitors:

- The care and management of pupils is the responsibility of the school at all times.

- In class teaching situations, visitors will not be asked to work alone with pupils, but will be supported by a member of staff.
- The school will know whether visitors are CRB checked and arrangements will be made to accompany them as appropriate.
- All visitors will be made aware of the content and principles of this Policy, prior to their visit.
- All lessons will be planned in direct liaison with the Class teacher, taking account of the age and needs of the group and the context of the work within the SRE programme.
- Visitors will be reminded that, whilst contributing to SRE in a classroom setting, they must adhere to the same confidentiality code as staff members.
- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the Class Teacher beforehand.
- The contributions of visitors will be regularly monitored and evaluated.

Confidentiality

In a school situation, staff are unable to offer absolute confidentiality. At Mill Lane we will reassure children that staff will act in their best interests and that this may involve sharing information if staff feel that the child is at risk of harm. Children will be told if information is to be shared (unless the child is very young or has significant special needs) and will be offered appropriate support.

Professionals, such as school nurses and youth workers, are bound by their professional codes of conduct when offering advice and guidance to individual pupils. This often involves offering a greater level of confidentiality to children than school staff are able to give. However, in a classroom and other teaching situations when they are contributing to our planned SRE programme, they will follow the school's Confidentiality Policy. Health professionals will ensure that children are aware of the boundaries of confidentiality when beginning work with them.

Safeguarding and Child Protection

We recognise that because effective SRE may alert children to what is appropriate and inappropriate sexual behaviour, there is an increased possibility that a disclosure relating to abuse may be made. All staff are aware of the Safeguarding and Child Protection procedures and will report the disclosure to the designated person for child protection immediately.

Role of Governors

This Policy describes how SRE will be delivered at Mill Lane, in addition to requirements of the National Curriculum. It is the responsibility of the governors to ensure, through consultation, that the SRE Policy reflects the wishes of the parents. To this end, it is the responsibility of governors to ensure that the Policy is made available to parents. In order to facilitate this process, the SRE Policy will appear every two years on the agenda of a governors' meeting.

Signed and dated:

Head Teacher

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Chair of Governors

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