



**MALVERN WELLS**

C.E. PRIMARY SCHOOL

# **Malvern Wells CE Primary School**

## **Sex and Relationship Education Policy**

May 2023

Review date: May 2025

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## Sex and Relationship Education Policy

### 1 Introduction

1.1 Our school's policy on sex and relationship education is based on the DfES document Sex and Relationship Education Guidance (DfES 0116/2000). We recognise Sex and Relationship Education as the policy's full title, but for brevity's sake we will refer in the rest of this policy simply to '**SRE**'.

1.2 In the DfES document, SRE is defined as 'learning about physical, moral and emotional development'. The guidance states, 'It is about understanding 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'.

1.3 Sex education is part of the personal, social and health education (PSHE) curriculum in our school. When we inform our pupils through SRE about sexual issues, we do this with regard to morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use SRE as a means of promoting any form of sexual orientation.

### 2 Aims and objectives

2.1 We teach children about:

- the physical development of their bodies as they grow into adults;
- the way humans reproduce;
- respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
- the importance of family life;
- moral questions;
- relationship issues;
- respect for the views of other people;
- sexual abuse, and what they should do if they are worried about any sexual matters.

### 3 Context

3.1 We teach about SRE in the context of the school's aims and values. While SRE in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code, and of the values which underpin all our work in school. In particular, we teach about sex in the belief that:

- SRE should be taught about in the context of marriage and family life;
- SRE and relationship education is part of a wider process of social, personal, spiritual and moral education;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect;

- children need to learn the importance of self-control.

## **4 The National Healthy School Standard**

**4.1** We now participate in the National Healthy School Standard scheme, which promotes health education. As participants in this scheme we:

- consult with parents on all matters of health education policy;
- train all our teachers to teach about SRE;
- listen to the views of the children in our school regarding SRE;
- look positively at any local initiatives that support us in providing the best SRE programme that we can devise.

## **5 Organisation**

**5.1** We teach about SRE through different aspects of the curriculum. While we carry out the main SRE in our personal, social and health education (PSHE) curriculum, we also do some SRE through other subject areas (for example, science and PE) which we believe contribute significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.

**5.2** In PSHE we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body, and how these work, and we explain to the children what will happen to their bodies during puberty. For example, we teach the children that boys' voices will change during puberty, and we explain menstruation to both boys and girls. We encourage the children to ask for help if they need it.

**5.3** In science lessons, in both key stages, teachers inform children about puberty and how a baby is born. For this aspect of our teaching we follow the guidance material in the national scheme of work for science. In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the fact that people are not all the same, and that we need to respect each other. In Key Stage 2 we teach about life processes, and the main stages of the human life cycle, in greater depth.

**5.4** In Year 6 we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how children's bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.

See Appendix 1- Programme of Study

**5.5** Meetings are arranged at the beginning of the school year for all parents and carers of year 5 and 6 children to share the SRE programme. There is also opportunity for them to review the resources used. A letter is sent out to the parents and carers to inform them that their child is due to sit a series of sex education lessons which they are able to opt out of if they wish.

**5.6 Terminology** - Ofsted guidance recommends that it is important for children to learn the language associated with body parts so that children are able to talk to health professionals. Therefore, teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people.

**5.7 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 an anonymous question box 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. This may involve referring the child back to their parent/carer, school health advisor/school nurse or young person's health drop-in service for an answer or seeking advice from the PSHE coordinator or senior pastoral lead.

**5.8 Children with special needs** - 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 SRE.

## **6 The role of parents**

**6.1** The school is well aware that the primary role in children's SRE lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation. To promote this objective we:

- inform parents about the school's SRE policy and practice;
- answer any questions that parents may have about the SRE of their child;
- take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for SRE in the school;
- encourage parents to be involved in reviewing the school policy, and making modifications to it as necessary through parent forum.
- inform parents about the best practice known with regard to SRE, so that the teaching in school supports the key messages that parents and carers give to children at home.
- an up-to-date copy of the SRE policy can be found on the school website

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

**6.2** All pupils will have the opportunity to participate in SRE. However, parents have the right to withdraw their child from all or part of the SRE programme that we teach in our school. If a parent wishes their child to be withdrawn from SRE lessons, they should discuss this with the head teacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

## **7 The role of other members of the community**

**7.1** We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our SRE programme. Other people that we call on include local clergy, social workers and youth workers.

## **8 Confidentiality**

**8.1** Teachers conduct SRE lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of safeguarding. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns. The head teacher will then deal with the matter in consultation with health care professionals (see also our policy on Safeguarding).

## **9 The role of the head teacher**

**9.1** It is the responsibility of the head teacher to ensure that both staff and parents are informed about our SRE policy, and that the policy is implemented effectively. It is also the head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach about SRE effectively, and handle any difficult issues with sensitivity.

**9.2** The head teacher liaises with external agencies regarding the school SRE programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework.

**9.3** The head teacher monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.

## **10 Equal opportunities**

All pupils are entitled to receive SRE regardless of ability, gender, race, religious belief or grouping. Through SRE we seek to develop a positive view of female and male sexuality. It is our intention all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development, with differentiated provision if required.

Objective discussion of the diversity of personal, social and sexual preference in relationships will take place in SRE and prejudiced views will be challenged in order to encourage tolerance. Any bullying around sexual behaviour or perceived sexual orientation arising from this prejudice will be dealt with as a serious matter.

## **11 Monitoring and review**

**11.1** The Teaching, Learning and Standards Committee of the Governing Body monitors the impact of our SRE policy on a two year basis. This committee reports its findings and recommendations to the Full Governing Body, as necessary, if the policy needs modification. The Teaching, Learning and Standards Committee gives serious consideration to any comments from parents about the SRE programme, and makes a record of all such comments. Governors require the head teacher to keep a written record, giving details of the content and delivery of our SRE programme.

**11.2** This policy will be reviewed in two years, or earlier if necessary.

***Signed:***

## Appendix 1- SRE Programme of Study

Science - Green

PSHE - Blue

SRE - Red

KS1	Autumn Term	Spring Term	Summer Term
Cycle 1	<p><b>Getting on and falling out:</b> Working cooperatively Being a good friend Keeping calm, overcoming feelings of anger Solving a problem with a friend</p> <p><b>Health and Growth:</b> Describe the importance for humans of good levels of hygiene</p>	<p><b>Good to be me:</b> Self-awareness Managing my feelings Standing up for myself</p>	<p><b>Relationships:</b> Focus on feelings explored in the context of important relationships including family and friends.</p>
Cycle 2	<p><b>Getting on and falling out:</b> Working cooperatively Being a good friend Keeping calm, overcoming feelings of anger Solving a problem with a friend</p>	<p><b>Good to be me:</b> Self-awareness Managing my feelings Standing up for myself</p>	<p><b>Relationships:</b> Focus on feelings explored in the context of important relationships including family and friends.</p> <p><b>Plants and animals:</b> Notice that animals, including humans, have offspring which grow into adults</p>
Cycle 3	<p><b>Getting on and falling out:</b> Working cooperatively Being a good friend Keeping calm, overcoming feelings of anger Solving a problem with a friend</p> <p><b>All about me:</b> Identify, name, draw and label the basic parts of the human body, say which part of the body is associated with each sense.</p>	<p><b>Good to be me:</b> Self-awareness Managing my feelings Standing up for myself</p>	<p><b>Relationships:</b> Focus on feelings explored in the context of important relationships including family and friends.</p>

KS2	Autumn Term	Spring Term	Summer Term
<b>Class 3</b>  <b>Cycle 1</b>	<b>Getting on and falling out:</b> Working cooperatively Being a good friend Keeping calm, overcoming feelings of anger Solving a problem with a friend	<b>Good to be me:</b> Self-awareness Managing my feelings Standing up for myself	<b>Relationships:</b> Focus on feelings explored in the context of important relationships including family and friends.
<b>Cycle 2</b>	<b>Getting on and falling out:</b> Working cooperatively Being a good friend Keeping calm, overcoming feelings of anger Solving a problem with a friend	<b>Good to be me:</b> Self-awareness Managing my feelings Standing up for myself	<b>Relationships:</b> Focus on feelings explored in the context of important relationships including family and friends.
<b>Class 4</b>  <b>Cycle 1</b>	<b>Getting on and falling out:</b> Working cooperatively Being a good friend Keeping calm, overcoming feelings of anger Solving a problem with a friend <b>Puberty and Changes:</b> Changes to our bodies throughout puberty What menstruation is and how it affects women How to keep the body clean and free from germs	<b>Good to be me:</b> Self-awareness Managing my feelings Standing up for myself	<b>Relationships:</b> Focus on feelings explored in the context of important relationships including family and friends. <b>Animals - including humans:</b> Describe the differences in the life cycle of a mammal Describe the life process of reproduction in some plants and animals Describe the changes as humans develop to old age Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents <b>Sex Education: (Year 6 only)</b> How babies are made and how they are born Having respect for our own bodies Being aware of the consequences of sexual activity Understanding positive relationships with others, involving trust and respect.



<p><b>Cycle 2</b></p>	<p><b>Getting on and falling out:</b>  Working cooperatively  Being a good friend  Keeping calm, overcoming feelings of anger  Solving a problem with a friend</p> <p><b>Puberty and changes:</b>  Changes to our bodies throughout puberty  What menstruation is, and how it affects women  How to keep the body clean and free from germs</p>	<p><b>Good to be me:</b>  Self-awareness  Managing my feelings  Standing up for myself</p>	<p><b>Relationships:</b>  Focus on feelings explored in the context of important relationships including family and friends.</p> <p><b>Sex Education: (Year 6 only)</b>  How babies are made and how they are born  Having respect for our own bodies  Being aware of the consequences of sexual activity  Understanding positive relationships with others, involving trust and respect</p>
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