



## Sex and Relationships Education (SRE) Policy

Date of issue	Next review	Version	Signed: Chair of Governors	Signed: Headteacher
March 2019	March 2020			

### Single Equality Statement

This Single Equality Scheme for schools in Mundella Primary School provides a format for addressing the statutory duties of the Equality Act 2010 and The Children and Families Act 2014. This supersedes and brings together all previous statutory duties in relation to race, gender and disability and also addresses the duty to promote community cohesion, thus meeting the school's statutory duties in these areas.

Our Access and Single Equality Scheme is available to view and download on our website.

### Governor Statement

The Governing Body of Mundella Primary School works as a 'whole team', meeting 6 times per year; spread evenly across the year, without any separate committees excepting finance. In addition to these meetings, we have termly Governor Monitoring Visits (GMV); usually lasting around four hours and organised to effectively observe, scrutinise, challenge and support a range of school activities and personnel.

An agenda for each meeting and GMV will include all the tasks which the governing body is required to consider, and the governing body will plan assignments or activities; arising from the business of the meeting or that fall into the annual monitoring schedule, which will be recorded in the minutes and then undertaken as directed.

In addition to 'commissioning' activities or actions on their behalf, the governing body may wish to delegate monitoring activities to 'monitoring pairs' or 'individuals'. This could apply to statutory functions, and/or the priorities of the School Plan. They may also arrange to visit the school, or attend school activities, at any time; at the discretion of the Headteacher, to undertake monitoring activities as and when they are available to do so.

In each case, where a function has been delegated there is a statutory duty to report any action or decision to the governing body at the next meeting.

Through a positive caring environment, we provide the opportunity for every child to reach their full potential. We embrace our school values and ensure all children are ready for their next steps.

The school's policy for sex and relationships education (SRE) is based on guidance from the DfE and has been drawn up in consultation with parents, pupils, staff and outside agencies.

At Mundella Primary School SRE is defined as learning about physical, moral and emotional development, love and care towards others and about the teaching of sex. Through the teaching of sex and relationships education children will learn about attitudes and values, personal and social skills and will develop their knowledge and understanding. Children are also taught about personal space and privacy.

At Mundella we aim to:

- Develop confident and effective communicators who value themselves and others.
- Encourage enquiring minds.
- Meet the needs of all pupils enabling them to reach their full potential
- Provide children with an education appropriate to the world beyond the classroom
- Help children to live together within the community, displaying tolerance and sensitivity
- Develop in children a sense of moral responsibility and self-discipline
- Develop in children spiritual awareness.

### **Aims of the SRE Policy**

- To meet the requirements of the DfES guidance on SRE.
- To help and support children through physical, emotional and moral development
- To develop in children the skills and understanding to have the confidence to approach their relationships in a positive way.
- To enable children to move with confidence from childhood through adolescence to adulthood.
- To live confident and healthy lives
- To understand the changes that occur to the human body during puberty
- To understand how a baby is conceived and born.
- To ensure children are aware of personal space and their right to privacy

### **SRE in the curriculum**

The Headteacher is responsible for the effective delivery of the SRE curriculum.

In each Year Group (Rec-Y6) the children discuss key safeguarding issues linked to personal space and privacy. The school utilises a range of resources; including the NSPCC, to promote children's awareness of these issues in an age appropriate manner. The teachers sensitively ensure children are aware of and understand of the boundaries; that should exist, linked to the private areas of their body.

In Years R – 4 children learn about:

- Developing the skills to have positive relationships with friends and family
- An understanding of different family/relationship set-ups.
- Exercise and personal hygiene

In Year 5 and 6 children learn about:

- Developing the skills to be effective in relationships
- The different types of relationship, including marriage and those between friends and families. Children are made aware that different family set-ups exist (including homosexual relationships)
- How the body changes during puberty
- How a baby is conceived and born.
- Messages of sexuality developed in the media

At Mundella Primary School, SRE is taught through the PSHE curriculum. The programme is a graduated, age appropriate programme which will be delivered by the school staff with support and advice from health professionals.

Both boys and Girls receive the same input and understand the changes that occur in their own gender as well as that of the opposite sex.

Parents have a right to withdraw their children from all or any part of sex education, but not from the biological aspects of human growth and reproduction provided under the National Curriculum for science.

Teaching staff receive suitable training, when available, to ensure they are able to deliver sex and relationships lessons effectively. Resources used are made available for parents to view and a meeting with parents is arranged prior to the Year 5/6 lessons.

Questions raised by pupils are dealt with sensitively and any questions concerning sexually transmitted diseases and contraception are answered appropriately if raised. Inappropriate or explicit questions do not have to be answered directly. Teachers use their own discretion in these situations.

Homosexuality is discussed at a level appropriate to the age of the children. Children are reminded that 'loving relationships' can be between a man and a woman or people of the same sex. Teachers again use their own discretion in these situations when responding to children's questioning. Children are taught to respect the life choices of others (including their sexuality). Homophobic bullying is discussed at a level appropriate to the age of the children.

The portrayal of sex in the media is discussed at greater length in Y6. In particular the portrayal of and over sexualisation of women is discussed and the impact this can have on the development of young girls as they grow up.

At Year 6 teachers may, where appropriate, split the group according to gender to discuss issues relating to puberty and sex; however this is not always the case.

## **Assessment, Reporting and Recording**

Class teachers assess progress and understanding in sex and relationships education through pupil discussions and responses in their written work. Brief records of pupils' understanding and progress may be kept by teachers to form part of the records of overall progress in PSHCE.

## **Equal Opportunities**

All pupils have access to the SRE curriculum. Where pupils have specific educational needs, arrangements for support from outside agencies and support staff are made to ensure these pupils have an appropriate, differentiated curriculum.

## **Child Protection**

All teaching staff are trained in child protection issues. Any concerns raised through SRE are dealt with according to the Area Child Protection Committee (ACPC) child protection procedures.

## **Working with Parents**

The school aims to work in partnership with parents when planning and delivering sex and relationship education. This is achieved through:

- consulting parents over the development of the policy
- involving parents in viewing resources and discussing the SRE curriculum
- advising parents on how they can answer questions about SRE with their children at home.
- supporting parents in helping children cope with the emotional and physical aspects of growing up
- making alternative arrangements for pupils who are withdrawn from SRE lessons and providing DfES materials for parents who choose to withdraw their children.

## **Monitoring and Evaluation**

The monitoring of Sex and Relationships education is carried out by the Head Teacher who reports to the Governors.

This policy will be reviewed on an annual basis.

## APPENDIX 1:

### Y5:

#### Session 1: Changes

- Identify the changes that occur during puberty.
- To consider some of the changes over which we have no control and the choices we can make concerning those over which we do have control.

#### Session 2: How babies are made

- To explain how babies are made.
- To explore the idea of relationships, including friendships, parent-child and family relationships and adult sexual relationships.

#### Session 3: How babies are born

- To explain how a baby develops in the womb during pregnancy and how babies are born.
- To consider the needs of babies before and after birth.
- To enable children to reflect on roles and relationships in the family.

#### Session 4: Question & Answer

### Y6:

#### Session 1

##### Boy Talk

- To consider the physical and emotional changes that take place as boys go through puberty.
- To address the concerns and worries of young boys.
- To make girls more aware of the changes that occur as boys become young men.

#### Session 2

##### Girl Talk

- To consider the physical and emotional changes that take place as girls go through puberty.
- To address the concerns and worries of young women.
- To make boys more aware of the changes that occur as girls become young women.

#### Session 3

- To consider how sex is presented in the media.
- To consider sexual stereotyping.
- To reassure pupils that their changing emotions are a normal aspect of puberty.

#### **Session 4: Question & Answer**

NB: These areas will be returned to at least once each full term depending on the needs of the class during PSHE time