

# MICKLE TRAFFORD VILLAGE SCHOOL

## SEX & RELATIONSHIP EDUCATION POLICY

Date of scheme	Summer 2012
Date for Review	Summer 2015
Date Reviewed	September 2015
<b>Next review</b>	<b>Autumn 2018</b>

Signed..... Head Teacher

Signed..... Chair of Governors

### **Date of Policy:**

This policy was first produced in 2003 as a result of the attendance of the then science coordinator on relevant training followed by a consultation period involving governors, parents and outside agencies. It has been reviewed at 3 yearly intervals since then as part of our policy review schedule and represents the current practice within our school whilst retaining the elements of good practice built up over the years.

### **School Mission Statement**

Our school is safe and secure and our children are happy and smiling. We aim to achieve excellence through a broad, exciting curriculum where all our children and staff are positively supported and challenged. Each individual's motivation will be fostered through a sensitive attitude where opportunities for praise and sense of achievement are constantly sought and celebrated. This is summarised in our school motto "We care, we learn, we belong".

### **Aims**

The Sex and Relationship education within the school aims to provide opportunities for pupils to develop the skills, knowledge and understanding they need to lead confident, healthy, independent lives and become informed and active citizens. The work aims to be delivered in an accepting and honest way which enables young people whatever their gender and/or sexuality to contribute.

### **Objectives**

- To develop pupils' confidence and self esteem.
- To develop pupils' knowledge and understanding about healthier lifestyles in order that they are able to make informed decisions.
- To provide young people with opportunities to listen to and contribute towards discussions around the different types of relationships they will come across and be involved in at different stages in their lives and the skill needed to maintain these.
- To provide opportunities for young people to begin to develop an understanding of, and respect for, difference.
- To enable young people to begin to develop the skills necessary to protect themselves from exploitation.
- To enable young people to develop the ability to understand the consequences of their decisions and actions.

### **Moral Values and Framework**

The sex and relationship education programme will reflect the school ethos and demonstrate and encourage the following values:

- Respect for self and others.
- Respect for difference.
- Responsibility for their own actions.
- Respect for their family, friends and wider community.
- The rights of the individual.
- Equality.

### **Content**

Please refer to Appendix 1, which sets out what will be covered in table form.

### **Delivery**

The sex and relationship education programme will be delivered through our science and citizenship rolling programme. We plan a Health week in the Summer Term and also deal with specific issues as and when they arise. The work is delivered in mixed sex groups, however some single sex group sessions may be held when introducing puberty. Children are involved in shaping the programme during Health Week by helping to map what they already know and what they would like to find out and evaluating the amount of learning at the end of the week.

The class teacher is responsible for the delivery of the programme and the content may be enhanced by the use of visiting speakers. Training is provided through INSET and staff meetings and parents are informed through newsletters, curriculum maps and curriculum evenings.

### **Resources to be used include:**

- “Let’s talk about where babies come from” Robbie Harris  
ISBN 0744 540 844
- Roller Coaster Game (Sheffield HA) 0144 266 1900 – 5 games in one pack covering menstruation and puberty situations.
- Body Board
- “Where Willy Went”

### **Working with Parents**

The school is committed to working with parents. Parents can, under section 405 of the Education Act 1996, withdraw their child from sex and relationship education lessons.

*“If any parent of any pupil... requests that s/he may be wholly or partly excused from receiving sex education at the school, the pupil shall, **except**, in so far as the education is comprised in the National Curriculum, be so excused accordingly until the request is withdrawn.”*

Parents wishing to exercise this right are invited to see Mrs Lyon who will explore their concerns and discuss any impact that such an action may have on their child, including the possible negative experiences or feelings that may result.

Sex and Relationship Education materials will be made available to parents who wish to supplement the school programme.

Young people who are absent from school during Sex and Relationship Education will receive such education as soon as possible after their return to school.

### **Child Protection**

The school has a Child Protection Policy, which is available on request.

## **Confidentiality**

It is the responsibility of the school to support young people but no individual should guarantee a child absolute confidentiality.

Young people should be made aware that 'confidences' might be shared among the staff of the school if that is seen to be beneficial for the young person's well-being and/or the teacher's ability to deal with the issue. Young people should be made aware that under the **Children Act 1989** adults "*may do what is reasonable in all the circumstances of the case for the purpose of safeguarding or promoting the child's welfare.*"

## **Answering Difficult Questions**

Teachers should establish with the young people, a set of ground rules so that young people are aware of the parameters.

For example:

- If a question is too personal, remind the young person about the ground rules.
- If the young person needs further support, refer them wherever possible to their parent, carer, appropriate family member or trusted friend as their first point of call but failing this to the school health advisor, family liaison officer or help line
- If a question is too explicit, acknowledge it and meet with the young person later. (It is important to remember to never meet with a young person on own whilst also respecting the request of confidentiality of the young person.)
- If the answer to a question is not known- say so. The class and teacher can research the information together.
- Any concern about sexual abuse should be followed up under the child protection procedures.

## **Legal requirements**

Mickle Trafford Village School has a statutory duty to teach the following as part of the National Curriculum – Science

### **Key Stage 1**

- notice that animals, including humans, have offspring which grow into adults

### **Key stage 2**

- describe the differences in the life cycle of a mammal, an amphibian, an insect and a bird
- 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

## **Procedures for Policy Monitoring and Evaluation**

Young people and staff will be consulted every year about the content and delivery of the sex and relationship programme. This will further inform the policy development. Parents will be informed every year about the programme.

The overall responsibility for the policy monitoring and evaluation remains with the Governing Body.

## **Dissemination of Policy**

The policy will be outlined within the school prospectus and on the school website.

## Appendix

### SRE/Health Week – progression of topics

Year group	Topic areas
FS	<ul style="list-style-type: none"> <li>• Name external parts of the body, head, shoulder, arm, body, legs</li> <li>• Discuss basic growth, looking at changes through life</li> <li>• Life cycles matching baby animals to their mothers.</li> <li>• Keeping clean, carrying out activities about personal hygiene, need to wash, brush hair, wash hands and teeth</li> <li>• Eating healthy foods - sort healthy and unhealthy foods e.g. using The Hungry Caterpillar as a stimulus</li> <li>• Friendships, people who are special to us, people who help us</li> <li>• Keeping safe – may include a visit from our local police to talk about stranger danger</li> </ul>
Y1	<ul style="list-style-type: none"> <li>• Staying healthy, why it is important and how we can do it.</li> <li>• Changes that happen to us as we grow older, including some of the physical changes</li> <li>• Differences between boys and girls bodies, external and internal.</li> <li>• Where does a baby grow?</li> <li>• Names of body parts.</li> <li>• What makes them who they are? Are we like other members of our family?</li> <li>• Stranger danger.</li> <li>• Safe touching.</li> <li>• Road safety/Electrical safety</li> <li>• Making choices, how do we know what is right and wrong?</li> </ul>
Y2	<ul style="list-style-type: none"> <li>• Differences between male and female body parts</li> <li>• Changes in growth from baby to adult</li> <li>• Healthy eating ~ explore what makes them healthy or un-healthy</li> <li>• Heart ~ it is important for their heart to have exercise</li> <li>• Germs and washing hands</li> <li>• Keeping safe – Stranger danger and Bike safety</li> <li>• Cleaning teeth ~ its importance</li> <li>• Safety and storage of medicines</li> </ul>
Y3	<ul style="list-style-type: none"> <li>• We read 'Let's Talk About Where Babies Come From' by Robbie H Harris</li> <li>• Design a Healthy diet poster</li> <li>• Life cycle of a human being</li> <li>• Water safety</li> <li>• Safe use of mobile phones</li> </ul>
Y4	<ul style="list-style-type: none"> <li>• Mind maps in groups about what they already know and want to find out</li> <li>• Name body parts using body board and rollercoaster game</li> <li>• 'Check out the changes' – understanding how our bodies change during puberty including periods (true/false matching game)</li> <li>• Families and relationships: discuss different family units (step families, adoption etc) and think about their own family</li> <li>• Anti Bullying – hate crimes</li> <li>• Railway safety</li> <li>• Keeping Fit</li> </ul>
Y5	<ul style="list-style-type: none"> <li>• Mind maps in groups about what they already know and want to find out</li> </ul>

	<ul style="list-style-type: none"> <li>- use of forum for ideas of what they would like to focus on.</li> <li>• Recap on changes during puberty, using 'Changes' from Roller Coaster pack and Body Board.</li> <li>• How are babies made? Use book '<b>Where Willie Went</b>' as a stimulus. Focus on the context of a loving family unit</li> <li>• Families and relationships: Recap on different family units (step families, adoption etc) and think about their own family, discuss stereotyping within families.</li> <li>• Use of Chatterbox to raise questions or areas to discuss in greater detail.</li> <li>• Fire Safety</li> <li>• Internet safety</li> <li>• Cyber bullying</li> <li>• Drugs / medicines</li> <li>• First Aid – resuscitation</li> </ul>
Y6	<p>A more in depth look at</p> <ul style="list-style-type: none"> <li>• growing up</li> <li>• changing bodies – personal hygiene</li> <li>• sexual health</li> </ul> <p>Taken from Let's Talk about Sex - Robbie H. Harris Walker Books</p> <ul style="list-style-type: none"> <li>• Relationships with peers, family, school and other agencies using 4 Life resource from The Children's Society ( Real life experiences of children experiencing problems at home or school and possible ways of overcoming them)</li> <li>• Drugs / alcohol/ smoking</li> <li>• Road safety</li> <li>• First Aid – IMPS programme</li> </ul>

This programme follows good practice guidance and incorporates aspects of the science and citizenship curriculums.

It is reviewed regularly by the staff and governing body.

Sex and relationship education forms just one part of the overall health programme.

All classes (and especially in KS2) establish ground rules at the start of the week so that children are clear that any questions of a personal nature which are intended to embarrass others or considered inappropriate will not be allowed.

Parents should be reassured that children behave in a sensible manner and welcome the opportunity to discuss things which may be worrying or confusing them in a safe and trusting environment. Teachers explain things as simply as they can, giving enough information to answer a question, Children tend to ask more and more things if they feel adults try and avoid a question, often a simple answer given is enough.

Please be reassured that just like in any other area of the curriculum children take in what they are able to understand and lose other facts very quickly (if they didn't just think how easy it would be to teach them all the others things we need to get through in maths and literacy!)

Finally please speak to a member of staff if you need any more information.