

Mickle Trafford Village School



SEX & RELATIONSHIP EDUCATION POLICY

Date of policy	Spr 2019
Date for Review	Spr 2022
Signed Headteacher	
Signed Chair of Governors	N/A

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

School Mission Statement

We Care, We Learn, We Belong

We hope to show you right from the start of your child's learning journey with us how important these words are. We want your child to feel safe and happy and for you to feel reassured about this. Once they feel happy and secure, then their learning will continue. Finally, we want everyone to feel a part of the school. It is successful because of the positive contributions of so many and we hope this will continue for many years to come.

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 within various relationships.
- 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 and diversity.
- 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.

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. Each class has a box where children may place questions which they may find too difficult to ask in person. This also gives the teacher the opportunity to address the question at an appropriate time, either with the whole class or with an individual.

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, bearing in mind the need to have another adult present.
- 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

Pupils 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	Detail	Assessment (including absenteeism / new children)
FS	<ul style="list-style-type: none"> • Body Parts - name all external parts of the body, head, shoulder, wrist, knee, thigh etc. • Life Cycles - matching baby animals to their mothers • Keeping Clean - carrying out activities about personal hygiene, need to wash, brush hair, wash hands and teeth.... • Healthy Eating - sort healthy and unhealthy foods e.g. using The Hungry Caterpillar as a stimulus • Relationships- people who are special to us, people who help us • Keeping Safe - visit from our local police to talk about stranger danger • Feelings and Emotions (Mental Health) - right and wrong / fair and unfair • Physical Activity - yoga, salsa 	<p>Visit from dentist / school nurse / local PC REF area of learning -</p>	
Y1	<ul style="list-style-type: none"> • Body Parts - name external and internal parts of the body, similarities and differences between boys and girls • Making Healthy Choices - travel to school/ food and drinks/ TV • Personal Responsibility - goal setting/ following rules - consequences • Relationships- sharing, empathy and role play, celebration of 	<p>Science Unit - Animals including humans - identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense Visitor - RSPCA</p>	

	<p>similarities and differences</p> <ul style="list-style-type: none"> • Keeping Safe - safe touching NSPCC Pants programme - underwear rule (surprises v secrets) • Electrical safety - sockets etc. • Mental Health - Amazing Things Happen film • Physical Activity - choice of dance/ athletics/ games/ gymnastics/ outdoor adventurous 		
Y2	<ul style="list-style-type: none"> • Body Parts - recap name external and internal parts of the body, similarities and differences between boys and girls • Life Cycle -Human life cycle - baby to old age • Making Healthy Choices - Making choices TV/ gaming/ Youtube/ Kidstube • What the body needs to stay healthy - sleep, water etc. • Relationships- How I see myself, how others see me / building positive relationships including friendships • Keeping Safe - Safety and storage of medicines/ bike riding/ water safety • Mental Health - Taking responsibility for maintaining positive behaviour / developing resilience and independence/ dealing with physical or verbal aggression - modelling and role play • Physical Activity - how this affects the heart / PE curriculum/ sports day/ try a new sport 	<p>Science Unit - Animals, including humans</p> <ul style="list-style-type: none"> • notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene <p>Visitor RNLI</p>	<ul style="list-style-type: none"> •
Y3	<ul style="list-style-type: none"> • Life Cycle - Where / how does a baby grow? Mummy laid an Egg by Babette 	<p>Visitor School Nurse/ Midwife</p> <p>Science Unit -Animals,</p>	<p>KS2 Mind maps about what they</p>

	<p>Cole - similar resource</p> <ul style="list-style-type: none"> • Making Healthy Choices - Healthy body image, advertising/ air brushing DOVE • Personal Responsibility - Looking after my belongings and those of others • Relationships- Different families • Keeping Safe - Railway safety/ keeping safe in the sun • Mental Health - Amazing Things Happen - revisit / Pixar Inside Out - dealing with emotions • Physical Activity - PE curriculum/ sports day/ try a new sport 	<p>including humans</p> <ul style="list-style-type: none"> • identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • identify that humans and some other animals have skeletons and muscles for support, protection and movement 	<p>already know and want to find out- use of forum for ideas of what they would like to focus on.</p> <p>AFL Use of Chatterbox to raise questions or areas to discuss in greater detail</p> <p>Final mind map to be completed for assessment</p>
Y4	<ul style="list-style-type: none"> • Life Cycle - How a baby is made - simple explanation using Where Babies Come From / periods - simple explanation of monthly cycle • Making Healthy Choices - Puberty - how the body changes / new self-care routines • Personal Responsibility - Money awareness - importance of saving and budgeting • Relationships- Dealing with Bullying - role play Respect for racial, ethnic, religious, gender differences Awareness of hate crimes. Disability awareness • Keeping Safe / Mental Health - To recognise ways in which a relationship can be unhealthy and who to talk to if they need support - Child line / Barnardos/ The Children's 	<p>Visitor Internet Safety PC Stanton</p> <p>Science unit - Animals, including humans</p> <ul style="list-style-type: none"> • describe the simple functions of the basic parts of the digestive system in humans • identify the different types of teeth in humans and their simple functions <p>Transition to High School - Global Challenge Let's Walk - Pedestrian Training</p>	As above

	<p>Society</p> <ul style="list-style-type: none"> • Physical Activity - Ultimate Frisbe 		
Y5	<ul style="list-style-type: none"> • Life Cycle - How are babies made? More detailed explanation using book '<i>Where Willie Went</i>' as a stimulus to set emotional as well as physical context Recap puberty • Making Healthy Choices - Eating healthily - issues around eating disorders/ body image • to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships - impact of violence • Money awareness - Getting a good deal - comparing prices to get the best value • Personal Responsibility - Internet safety - use of passwords / awareness of possibility of grooming/ cyber bullying • Relationships - Role play - what would you do if/ peer pressure smoking/ alcohol/ drugs • Keeping Safe - Fire Safety • Mental Health - Eating disorders • Physical Activity - PE curriculum/ sports day/ try a new sport 	<p>Economic Wellbeing - Y5 organise and run a School Book Fair twice a year including, timetabling, rotas, collection of money, stock control and advertising.</p> <p>Internet Safety Officers - 2 Y5 children attend training and then organise class workshops to raise awareness of internet safety and explain to each year group how to remain safe online</p> <p>Smoke tent - Cheshire Fire Brigade</p> <p>Bikeability</p> <p>Visitors - NSPCC/ Barclays Money Awareness</p> <p>Science unit - Living things and their habitats</p> <ul style="list-style-type: none"> • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals <p>Science unit Animals, including humans</p> <ul style="list-style-type: none"> • describe the changes as humans develop to old age 	As above

		Transition to High School visits and workshops	
Y6	<ul style="list-style-type: none"> • Life Cycle - Let's talk about Sex Robbie H. Harris Walker - contraception, sexual health Recap puberty • Making Healthy Choices - A more in depth look at personal hygiene Sexual consent • Personal Responsibility - challenging the gender binary Anti social behaviour to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing - relate to topical issue Financial awareness- bank accounts/ use of credit /debit cards (Go Henry etc.) Good debt/ bad debt • Relationships - Peer Group pressure/ recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that anxious or that they believe to be wrong - role play • Keeping Safe - First Aid - IMPS programme Road safety • Mental Health - to recognise that they may be experience conflicting emotions and when they might need to listen to their emotions or overcome them • Physical Activity - PE curriculum/ sports day/ try a new sport/ Judo 	<p>Self Defence - Judo Coach</p> <p>Science unit Animals including humans</p> <ul style="list-style-type: none"> • identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • describe the ways in which nutrients and water are transported within animals, including humans <p>Science unit- Evolution and inheritance</p> <ul style="list-style-type: none"> • recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution <p>Road Safety Officers - 2 Y6 children attend training and then offer advice and information during assemblies and run competitions based on road safety</p> <p>MacMillan Coffee Morning</p> <p>Fair Trade - gift shop and chocolate sale</p> <p>Transition to High School visits and workshops</p> <p>Visitors - NSPCC/ Barclays</p>	As above

		Money Awareness	
--	--	-----------------	--

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.