

Melton Primary School

Sex and Relationships Education Policy

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Approved by: Full Governors

Signed by: Claudia Brown

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Melton Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

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Introduction

The objective of Sex and Relationships Education (SRE) is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help children learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

Aims of SRE

- To develop confidence in talking, listening and thinking about feelings and relationships.
- To locate and explain the reproductive system in relation to other body systems.
- To know the main stages of the human life cycle and understand the changes.
- Learn how to protect themselves from harm and how to ask for help and support.
- To show understanding of why changes take place at puberty.
- To explain the function of the human reproductive organs, including conception and birth.
- To make responsible, well-informed decisions about their lives.
- To feel supported through their moral and social development.
- To develop a respect for themselves and for others.
- To show understanding of the effect of puberty on personal hygiene needs.

Planning and provision

SRE at Melton is developed and embedded within PSHE and Science teaching. In Early Years education, time is given to the personal, social and emotional development area of learning and is encompassed through daily routines and planned experiences. At key stage one and lower key stage two the emphasis is on skills development and relationships education, with only a small proportion of time given to biological aspects where appropriate links are made to the science curriculum. The core aspects of SRE outlined in the aims above are taught in year six.

The teaching programme will provide opportunities for the exploration of attitudes and values and will use a range of teaching methods. This might include:

- scenarios
- role play
- discussion
- question and answer sessions
- listening activities
- group work
- use of appropriate on line resources
- input from outside agencies including school nurse and the safer neighbourhood team

Sensitive Issues

Clear rules will be established with the children for working together on SRE including establishing an appropriate sensitive, open and matter of fact discussion culture amongst the children and excluding personal questioning of staff or other pupils. Correct biological terms will be used throughout. These points will be agreed before the learning experience and will be re-visited as required.

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Teachers will address, at appropriate stages of the curriculum, issues of a sensitive nature, using an informed unbiased approach. Teachers will be sensitive to personal beliefs and attitudes and parents retain the right to withdraw their children from all, or parts, of the SRE curriculum.

In responding to questions, staff will be truthful and factual whilst providing information only within the parameters of the aims stated above. When justified, pupils will be referred to parents for further information.

Safeguarding Children

Although there will be a level of confidentiality established during discussion in SRE, any child protection issues that arise from disclosures will be dealt with through the child protection procedures in line with the schools safeguarding policy.

Pupils with SEND and those identified as having particular needs may introduced to topics on a more individual basis through targeted sessions. In these cases students and staff will be given the support needed to access the SRE curriculum appropriately.

Informing Parents/Carers

Parents/carers will be informed in advance of SRE commencing through letters, via the school website, through the 'Big Ideas' page and through class room notices. Information materials will be sent home which outline the content of SRE for years 4 and above. Through this parents/carers will be encouraged to discuss and engage in SRE topics with their children.

Monitoring and Evaluation

The governing body maintains an overview of SRE and has the ultimate responsibility for determining the content and provision for SRE in school. SRE provision will be monitored and evaluated through feedback from staff, children, governors and parents. An annual review will be made by the governors and the PSHE subject leader and member of staff responsible for SRE.

Links

Behaviour and anti-bullying Policy

Safe Guarding Policy

SRE Policy

SEAL (Social and Emotional Aspects of Learning) Department for Education materials

Date of review July 2017

Appendices

1. Staff feedback form
2. Example letters to parents
3. PSHE programme of study

Appendix 1

Teacher Evaluation of an SRE session

Names(s).....Year group.....Date.....

What was the unit of SRE?

What were the aims of the session?

How was the session delivered?

What resources did you use?

What was the pupils' response?

How would you improve it?

Appendix 2

Dear Parents and Carers.

As part of health education in PSHE, your child will be learning about what happens to the body when it reaches puberty. They will be learning about the physical and emotional changes that take place and how to recognise, empathise and cope with these changes.

We will be learning the science of the menstrual cycle and male and female body changes and looking at a range of products that are on the market for women to use when they menstruate.

The lessons will be delivered in a fun way and will, of course, take into account any pupils' anxieties or embarrassment. There will be a questions box that the children can anonymously post questions that can be addressed in subsequent lessons.

Please be aware that your children will be taught the correct scientific language and may well want to talk to you or share their learning with you.

You may want to have a look at the websites below for advice on what and how to talk with your child about puberty and growing and changing:

<http://www.nhs.uk/Livewell/puberty/Pages/pubertyhome.aspx>

<http://kidshealth.org/en/parents/>

<http://yourteenmag.com/>

If you have any concerns or would like to discuss anything in greater detail, please feel free to come and see me at a mutually convenient time.

Thank you for your continued support.

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Dear Parents and Carers.

For the next six weeks we will be running small group sessions on a PHSE theme of the dangers in and around the home. This will include what the dangers are, what we can do if we come across dangers and possible preventions. Lessons will be taken from the advice and information from The British Red Cross and BBC Education sites.

During the sessions we will be taking the children on a 'safety walk' just outside the school premises. The children will be identifying risks and the consequences of risk taking.

Please let the school know if you're happy for your child to be part of these sessions run by Mrs Robinson and Mrs Barnes.

Thank you for your continued support.

Mrs Barnes

Mrs Halliday

KEEPING SAFE IN AND AROUND THE HOME SESSIONS

Name of child..... Class.....

I give consent for my child to attend the 'Safety walk' outside of the school premises. Yes No

Signed.....Date.....

PSHE UNITS FOR ALL YEAR GROUPS				
	EYFS	Yr 1 +2	Yr 3+4	Yr 5+6
Relationships	Carpet spaces Mixed groups (Making relationships ELG)	Friendships	Family relationships Peer influences Friendships	Bullying Anti- social Behaviour New school transitions Peer influences
Health	Healthy eating Encouraging self-care Safety (Health and self-care ELG)	How do I feel? PANTS Naming body parts/gender differences Diet Home safety	Body Image Alcohol and Tobacco	Puberty/ body changes Hygiene Healthy Living Alcohol and Tobacco laws Emergency responses and 1 st Aid
Media	Basic e-safety (Technology ELG), getting information from different sources (Literacy ELG)	e-safety	Influence of advertising	Grooming e-safety laws Media Bias
Financial Capability	Money (Shape, space and measure ELG)	Coins and values	Saving and spending choices	money in other countries
Careers and Work related	Interest in careers, people who help us topic and visitors, talking about ambitions (People and communities ELG)	What have I achieved? People who help us to succeed	Local community and jobs	Ranges of careers available, links to learning and skills Goal setting
Citizenship	Rainbow rules Talking and learning about different lives and cultures (People and communities ELG)	Rainbow rules for behaviour supporting charities in other countries	Why do we need laws and boundaries? What is community?	Global citizenship Fair trade Aid and Charity
Enrichment	Parent information evenings Nurture Group Visits from outside agencies sessions with vulnerable groups SEAL Parent/children workshops	Circle Time Assemblies	E-cadets programme Lunchtime Club Eco warriors club Friendship groups NSPCC lessons Socially Speaking sessions	Kittiwakes Targeted

