



# The Federation of Mill Hill and Woodcroft Primary Schools Sex and Relationships Policy

## **Contents:**

### Policy

- Rationale
- Aims
- Guidelines
- Accepted Language agreed by the School
- Right to Withdraw
- Content

**Co-ordinator responsible for the policy in consultation with the staff and governors:**

Head Teachers

**Reviewed:** November 2016

**Next Review Date:** November 2020

*Learning for a lifetime*

## **Rationale**

The Federation of Mill Hill and Woodcroft Primary Schools aim to provide a stimulating and caring environment in which each child experiences high standards of education, care and preparation for the future, working in partnership with parents and the local community. Teachers, Support Staff, Parents and Governors were involved with the development of this policy.

SRE is integral to PSE and as such we believe it is important to help children learn to respect themselves and others, develop fulfilling relationships and lead confident, healthy lives. As a School we believe that a carefully formulated programme for SRE is crucial if we are to prepare children to learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. The School will aim to promote an atmosphere which allows questioning where any questions raised will be answered accurately with sensitivity and related to family life and loving relationships. The approach we offer in School will compliment and build on that offered by parents.

## **Aims**

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.

## **Guidelines**

- The SRE programme will be delivered through a variety of different approaches, in class and/or single sex groups, as appropriate. These may include: class based lessons, group discussion/circle time, drama/role-play, videos, CD-Rom internet based programmes, outside agency involvement e.g. School Nurse
- Teaching Staff will offer general information and guidance to pupils using accepted language agreed by the School (see below)
- Teachers will never give individual medical advice.
- Children will have the opportunity to raise any issues or ask any questions they may have.

All questions will be answered honestly and sensitively and factually whilst making judgements such as:-

- Whether to answer immediately or a later time;
- Whether to answer in a whole class situation or individually;
- In what depth to frame the answer taking into account the age and maturity of the individual;
- Whether to refer the question to parents.

- Confidentiality will be respected, though not unconditionally, should pupil's questions or responses give staff cause for concern the Headteacher and/or CPLO will be informed. Pupils will be reassured that if confidentiality has to be broken

they will be informed and supported as appropriate (Refer to Child Protection Policy for procedures)

### **Accepted Language agreed by the School**

Wherever possible teachers will use correct scientific/biological terms for **all** body parts explaining, if necessary, their relationship to euphemisms more familiar to the individual concerned. It is therefore vital that the language used is clear, agreed by all Staff and is non-offensive.

### **Right to withdrawal**

- Parents are invited into School to view the materials used in SRE and to find out details, ask questions etc before the topic is started with children. They may also borrow the videos to view in the privacy of their own homes.
- Should any parent continue to have concerns or anxieties about any elements of the programme, they are asked to discuss them with the Headteacher so that any misunderstandings can be clarified.
- If any parents feel they would prefer to withdraw their child from certain lessons they may do so in writing, however withdrawals may not be made from the National Curriculum Programme of Study (See section 405 of Education Act 1996)
- Any parents who are considering withdrawing their child should first discuss this with the Headteacher.
- If a child is withdrawn from certain lessons, they will continue to work from the National Curriculum.

### **Content**

**YR** – Developing relationships with adults and peers e.g. taking turns, sharing fairly, working co-operatively in groups.

**Y1/2** – Naming different feelings

Listening to others – developing the skills of listening

Similarities and differences in people – noticing and celebrating

Caring for each other – family and friends

Teasing and bullying – how it makes us feel

**Y3/4** - Feelings – things that make me happy, sad, etc

Difficult situations – e.g. teasing, bullying

Family life and members

Friendship – who are friends are

Making decisions – influences on me

Keeping safe

Varied lifestyles in the class community – differences in others and how we feel about differences

Birth initiation ceremonies and celebrations

**Y5/6** - Puberty – moods and emotions, personal hygiene, coping with change, menstruation

Conception and birth – parental responsibility

Developing relationships – families. Respecting differences, expressing feelings

Decision making

Feelings about the future (e.g. changing schools)

Keeping healthy – media messages about health and sexuality