



MARLBOROUGH PRIMARY SCHOOL AND NURSERY

SEX AND RELATIONSHIP EDUCATION POLICY

Our Rationale

The school understands that positive and caring relationships are essential for the development of good self image and that individuals are in charge of and responsible for their own bodies. We recognise the importance of sharing knowledge about the processes of reproduction and the nature and sexuality of relationships. We also encourage the acquisition of skills, understanding and attitudes which allow pupils to manage their relationships in a responsible and healthy manner.

Our Aims

- To ensure children understand physical, moral and emotional development and the importance of loving and caring relationships.
- To help children to prepare for the opportunities, responsibilities and experiences of adult life
- To promote positive values and moral behaviour .

Our Objectives

- To ensure learners are aware of and understand physical changes as they grow into adults
- To help children understand the way humans reproduce
- To encourage learners to have respect for their own bodies and understand the importance of sexual activity as a part of a committed, long term and loving relationship
- To explore moral questions and give appropriate guidance
- To encourage respect for and understanding of others including the physical and emotional consequences of sexual activity
- To support an understanding of sexual abuse among learners and teach them what to do if they are worried about any issues in regard to a sexual matter

The Curriculum

Sex and relationship education at Marlborough is taught within the context of our aims and objectives, shared values and linked to the importance of relationships. Lessons are developed mainly through the Science and Personal Social, Health and Citizenship Education (PSHCE) curriculum and some elements may be reinforced and/or extended through school assemblies.

The key areas of learning according to each stage of education are:

Early Years Foundation Stage

- Awareness that humans and animals produce babies and that they grow and develop

Key Stage 1

- Understanding that animals including humans move, feed, grow and use their senses and reproduce
- Locating and naming main and external parts of the body
- Awareness that animals including humans have life cycles during which they grow, develop and reproduce
- Recognising physical similarities and differences between themselves and others

Key Stage 2

- Knowing that there are life patterns common to animals including nutrition, movement, growth and reproduction
- Identifying the main stages of the human life cycle
- Understanding physical and emotional changes that take place during puberty and these changes affect the body in terms of hygiene
- The basic biology of human reproduction from fertilisation to birth (Years 5 and 6)

Inclusion, Health and Safety

Health and safe practice will be constantly reinforced throughout the teaching of sex and relationship education although aspects of sexual health will not be covered explicitly during the children's primary school experience we encourage the practice of good personal hygiene as an important part of sex education.

In accordance with the school's Inclusion Policy all members of the school community will have unique contributions to make, which may be derived of or expressive of their gender, physical, emotional and/or learning needs, sexuality, ethnic, cultural, religious, social and economic backgrounds. These contributions and differences should be used to enrich the learning experiences of the whole group and promote an inclusive educational setting but never to restrict access or opportunity. Teachers will endeavour to deliver effective learning experiences for all pupils. We recognise that this will not necessarily mean treating all children 'equally' or result in every child achieving the same way. The promotion of equal opportunities and inclusion focuses on tackling barriers to learning in order that all pupils can fulfil their potential.

Right of Withdrawal;

Parents/carers have the right to withdraw their child from the elements of sex education which are delivered as part of the school's Personal, Social, Health Education and Citizenship (PSHCE) programme. If Parents/ Carers have concerns, we welcome and encourage parents to discuss them with staff.

The Role of Parents and Carers

We ask parents/carers to support us in reinforcing the importance of awareness and understanding of physical development, the context of loving and caring relationships and the responsibilities this entails.

We would also encourage parents/carers to respond sensitively to any questions their child may have as a result of the learning experiences in school and to liaise with their child's teacher if they have any concerns or would like to receive further guidance.

Learners are expected to:

- Meet the expectations of their teachers in respect of maintaining positive attitudes and learning behaviours during lessons
- Adhere to guidance given by teachers in terms of avoiding sharing information with younger children which would be deemed inappropriate for their stage of development

Roles and Responsibilities

Headteacher and the School's Leadership Team are responsible for:

- Leading the development of the policy and managing and evaluating the impact of its implementation
- Providing on going opportunities for the continuing professional development of staff in relation to the delivery of sex and relationship education
- Monitoring and evaluating the quality of learning across the school and reporting outcomes to stakeholders as appropriate
- Seeking and responding to the views of stakeholders
- Liaising with key outside agencies e.g. school nurse to ensure the appropriate development and delivery of sex and relationship education programmes
- Providing information with regard to the sex education and advanced notification of planned learning experiences especially where a parent/carer has a right to withdraw their child
- Providing opportunities for interested parents/carers to view any related materials including visual/audio resources used as teaching tools in their child's class
- Ensuring alternative provision is made for those children whose parents/carers opt to evoke their right to withdraw their child from sex education lessons

Roles and Responsibilities

Governors are responsible for:

- Conducting a bi-annual review of policy in the light of any statutory and non-statutory guidance and the views of stakeholders
- Supporting the school in promoting the value and importance of sex and relationship education

Teaching Staff are responsible for:

- Planning, delivering and evaluating effective sex and relationship lessons which are appropriate for their year group and in line with our agreed programme
- Monitoring the progress of the learners by assessing and ensuring this information is used when considering planning for the next steps of learning
- Providing an appropriate learning environment for the teaching of sex and relationship education and doing their utmost to make sure children feel safe and secure and are given every opportunity to ask relevant questions and have those questions answered appropriately and with due sensitivity

Summary

The school supports the view that effective and comprehensive sex and relationship education makes a significant and positive contribution towards the development of positive moral values and provides the necessary knowledge and understanding which underpins good citizenship and responsibility. We also support the view that a learner who has received these important educational experiences would be less likely to become sexually active at an inappropriately young age.