



# Oswald Road Primary School

## **Sex and Relationships Education Policy**

Policy ratified by Governing Body: November 2017

Headteacher: Deborah Howard  
Chair of Governors: Richard Price

To be reviewed in 2 years: November 2019

# **'Working Together To Be The Best We Can Be'**

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## **INTRODUCTION**

At Oswald Road Primary School we aim to:

'Promote the health, happiness and well-being of all the children in our care.'

We believe that Sex and Relationships Education (SRE) is an educational entitlement of all our pupils. We aim to deliver a programme that reflects the aims and values of our school and prepares children for the changes they will experience as they grow into young adults.

The purpose of this policy is to ensure a consistent approach to help support our pupils through physical, emotional and moral development, enabling them to make responsible and well informed decisions about their lives.

SRE is firmly embedded within the PSHE programme within school and is taught in the context of relationships and respect for self and others. The programme concerns the whole child and is developmental, covering many aspects which begin in the Early Years and continue through their education and beyond.

This policy adheres to the following guidance:

- Sex and Relationship Education Guidance (DfE 0116/2000)

We use the Manchester Healthy Schools Growing and Changing curriculum and also additional resources such as the NSPCC pants unit of work when appropriate.

## **LINKS TO OTHER POLICIES**

This policy should be read in conjunction with the following school policies

- PSHE Policy
- Safeguarding Policy
- Anti-Bullying Policy
- Equality Policy

## **AIMS**

- To provide children with the opportunity to acquire knowledge and understanding, explore attitudes and values, in a secure and comfortable

atmosphere that enables questions and issues to be explored without embarrassment.

- To encourage children to think for themselves, make their own decisions and begin to take responsibility for their own actions.
- To encourage self-esteem and respect for their own bodies.
- To encourage respect and consideration for others.
- To help children to know how to protect themselves and ask for help and support.
- To prepare children for puberty.
- To emphasise the role and value of family life.

## **EQUAL OPPORTUNITIES**

All children have a right to equal entitlement of and access to SRE, irrespective of gender, ethnicity, faith, disability or special educational needs. Teachers will take in to account the differing needs and abilities of pupils and appropriate activities will be planned to reflect this.

There will be some occasions when it is more appropriate to teach boys and girls separately. Teachers will exercise their professional judgement to determine the most appropriate approach. However, both groups will receive identical messages to ensure all children are aware of specific contexts and issues.

## **ORGANISATION**

SRE is an integral part of our personal, social and health education (PSHE) and is also embodied in our schemes of work for Science. Issues are also discussed in P4C sessions and assemblies where appropriate.

## **LEARNING OUTCOMES**

\*Linked to Science Programme of Study

By the end of Foundation Stage pupils will be able to do the following:

- Talk about feelings and how we express them appropriately;
- Talk about their bodies and appropriate contact;
- Identify safe adults within the setting.

Pupils will know and understand:

- That boys and girls are different;

- That babies grow in mummy's tummies;
- The names of common baby animals;
- The need for privacy when using the toilet;
- The need to wash hands after a visit to the toilet;
- Who is in their family;
- Who to talk to if they are worried or need help.

Pupils will have considered and discussed:

- Why families are special;
- Boundaries, consequences and appropriate behaviour;
- What to do if you need help or are worried.

By the end of Key Stage 1

Pupils will be able to do the following:

- Recognise and compare the main external parts of the bodies of humans;\*
- Recognise similarities and differences between themselves and others and treat others with sensitivity;\*
- Identify and share feelings with others;
- Recognise safe and unsafe situations;
- Identify and be able to talk with someone they trust;
- Be aware that their feelings and actions have an impact on others;
- Make a friend, talk with them and share feelings;
- Use simple rules for dealing with strangers and for resisting pressure when they feel safe, unsafe and uncomfortable.

Pupils will know and understand:

- That animals, including humans, grow and reproduce;\*
- That humans and animals can produce offspring and these grow into adults;\*
- The basic rules for keeping themselves safe and healthy;
- About safe places to be and safe people to be with;
- The needs of babies and young people;
- Ways in which they are like and different from others;
- They have control over their actions and bodies;
- The names of the main external parts of the body including agreed names for sexual parts;
- Why families are special for sharing and caring;
- To know the difference between good and bad touching.

Pupils will have considered and discussed:

- What is a family;
- The similarities and difference between people;
- How their feelings and actions have an impact on other people.

By the end of Key Stage 2

Pupils will be able to do the following:

- Express opinions e.g. about relationships and bullying;
- Listen to and support others;
- Respect other people's viewpoints and beliefs;
- Recognise their changing emotions with regard to friends and family and be able to express their feelings positively;
- Identify adults they can trust and ask for help;
- Be self-confident in a wide range of new situations e.g. seeking new friends;
- Form opinions that they can articulate to a variety of audiences;
- Recognise their own worth and identify positive things about themselves;
- Balance the stresses of life in order to promote their own mental health and well-being and that of others;
- See things from other people's viewpoints, for example their parents' and their carers';
- Discuss moral questions;
- Listen to and support their friends and manage friendship problems;
- Recognise and challenge stereotypes, for example in relation to gender;
- Recognise the pressure of unwanted physical contact and know ways of keeping ourselves safe

Pupils will know and understand:

- That the life processes common to humans and other animals include growth and reproduction;\*
- The main stages of the human life cycle;\*
- That some diseases are infectious;
- About the physical changes that take place at puberty, why they happen and how to manage them;
- The many relationships in which they are all involved;
- Where individual families and groups can find help;
- How the media impact on forming attitudes;
- About keeping themselves safe when involved in risky activities;

- That their actions have consequences and be able to anticipate the results of them;
- About different forms of bullying people and the feelings of both bullies and victims;
- Why being different can provoke conflict and why this is unacceptable;
- About and accept a wide range of different family arrangements, for example marriage, second marriages, fostering, step-brothers and step-sisters and half-brothers and half-sisters, extended families and three or more generations living together.

Pupils will have considered and discussed:

- Diversity of lifestyles;
- Others' points of view, including their parents;
- Why being different can provoke bullying and why this is unacceptable;
- When it is appropriate to take a risk and when to say no and seek help;
- The diversity of values and customs in the school and in the community;
- The need for trust and love in relationships.

## **USE OF OUTSIDE SPEAKERS**

Health professionals are involved in the delivery of Sex Education and are co-ordinated by the PSHE Leader in consultation with the class teachers.

Where outside speakers are involved, their contribution will be properly planned as part of an overall programme and will complement other teaching. The tone and substance of all content will match the age and maturity of the pupils involved. Teaching staff will always be present when visitors are speaking.

## **SENSITIVE ISSUES**

We are mindful that the subject of Sex Education can be very sensitive and that a number of issues may arise that need to be addressed such as:

- Personal sexuality
- Bullying
- Personal hygiene
- Changes in puberty
- Menstruation
- Masturbation

If such issues arise, they will be dealt with in a sensitive manner relevant to the age and understanding of the pupils concerned.

## **PARENTS AND CARERS**

At Oswald Road Primary School, parents and carers are regarded as true Partners in Learning. To promote this partnership we:

- Inform parents about when aspects of the sex and relationship programme are taught and provide opportunities for parents to view the videos and resources being used. (see appendix 1 for letter)
- Invite all parents and carers to a Growing and Changing Workshop hosted by Manchester Healthy Schools.
- Take seriously any issues raised about this policy or about the arrangements for SRE in school.
- Encourage parents to be involved in reviewing the policy.
- Publish the policy on our website and provide a paper copy upon request.

School will always comply with parents' right to withdraw their children from those aspects of sex and relationship education, not included in the National Curriculum Science Orders. Parents are encouraged to discuss any concerns with the Headteacher.

## **CHILD PROTECTION AND CONFIDENTIALITY**

At Oswald Road Primary School, we are fully aware that effective SRE, which brings and understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

In all such cases, the member of staff will immediately inform the School's Designated Lead for Child Protection and safeguarding procedures will be followed in accordance with our Safeguarding Policy and MSCB Policy.



## Appendix 1 Letter template to Parents

Dear Parents/Carers,

### SRE

This term's PSHE and Science lessons include some units on SRE (Sex and Relationships Education). Participation in the lessons aims to improve young people's ability to develop healthy relationships, be confident and happy within themselves and their bodies, and make well-informed and safe decisions in the future.

The focus of this work relates to; friends, families and relationships; the changes which occur during puberty, why they occur and how to deal with them; and the scientific elements of human reproduction. This will also link to the science topics we've recently covered about life cycles.

The purpose of this letter is to inform you that this work will begin in the next two weeks. You may find that your child starts asking questions about the topic at home, or you might want to take the opportunity to talk to your child about issues such as those above before the work is covered in school.

**If you do not wish for your child to attend these lessons please complete the opting out form below.**

If you have any queries about the content of the programme or resources used please do not hesitate in contacting the school.

Kind regards,

Year 5 teachers

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### SRE

Child's Name: \_\_\_\_\_ Class: \_\_\_\_\_

If you wish for your child to **OPT OUT** of the SRE lessons, please **TICK** this box. [  ]

Signed (Parent / Carer): \_\_\_\_\_ Date: \_\_\_\_\_