

MEADFURLONG SCHOOL

SEX & RELATIONSHIP EDUCATION POLICY

January 2010

The Headteacher and the Governing Body of Meadfurlong School has referred to the Sex and Relationships Education Guidance (July 2000) when drawing up and agreeing this policy.

This policy should be read in conjunction with the Citizen and PSHE policy for the school.

As they develop, young people have a growing interest in, and understand of, many social and moral issues. They have a natural curiosity about themselves, their bodies, their feels and their relationships. They have a need to explore the meanings and implications of their emerging sexuality and the related physical and emotional charges they experience. “Young people express a view that their sex education is too little, too late and too biological and does not address the broader emotional, moral and social” (Allen 1 1987)

At this school sex and relationship education is taken to mean:

“...lifelong, learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation and sexual activity...” (SRE Guidance July 2000).

Within the school, SRE will be taught in a safe, sensitive and honest setting. Much will be placed within the context of living and growing.

We aim to:-

- Help our students to begin to understand human sexuality, reproduction, sexual health, emotions and relationships.
- Develop in our pupils the skills and attitudes necessary to form positive lasting relationships.
- Enable children to learn about obtaining appropriate advice on sexual health.
- Make children aware of changes which will happen to their own bodies, and those of the opposite gender, during puberty.
- Teach the value of family life, committed stable and loving relationships including marriage as a context for sexual activity and the nurturing of children.
- Develop the children’s ability to think for themselves.
- Develop respect for all human beings, regardless of their sexual orientation.

At Meadfurlong School, our teaching should take account of the maturity of the pupils and the aim is to help with the physical, emotional and mental changes of growing up. Our SRE

programme draws on experience and activities covered by other subject areas, particularly aspects of Science orders (e.g life and living processes, and other aspects of the setting in which pupils and young adults gain information and awareness of this subject and we also aim to support parents in this area.

The three main elements of our programmes revolve around.

- Attitudes and values
- Personal and social skills
- Knowledge and understanding

Our programme will include, where appropriate, education about HIV, AIDS and other sexually transmitted diseases.

Questions that children ask are treated seriously and sensitively, responding appropriately to the needs of the pupil and using appropriate language. Every effort should be made to use correct biological terms and to encourage children to do the same.

Proper consideration needs to be given to religious and cultural factors and to the wishes of the parents. Parents have the right to withdraw their children from all or part of the SRE provided by the school except for those parts which are included in the statutory National Curriculum (See P20 Guidance to Schools 2000). It is the responsibility of the Year Co-ordinator to inform parents in writing (monthly newsletter) prior to the year group beginning specific SRE.

Parents requesting withdrawal of their children from SRE will be invited to discuss their concerns with the class teacher or year co-ordinator. Issues concerned with catching up on missing information should be addressed with parents. The school will make alternative arrangements for separate supervision in such cases.

A summary of the content and organisation of SRE will be included in the school prospectus and is available on request.

Before undertaking some areas of Sex education, ground rules will be established with the class. A suggested outline is included.

Content of PSHE

Year 4

- Understand what is meant by relationships and different kinds of relationships
- Friendships and how to make friends.
- Understand that different people's responses vary.
- Respect others' feeling and emotions.
- Understand the emotional changes that occur in human life (death, making new relationships and changes in family arrangements.)

Year 5

Life cycles: (follows on from Science topic)

- Know the life cycle common to humans and animals.
- Know the functions of the different organs, including sexual.
- Know how babies are produced, born and grow.
- Understand and manage the physical and emotional changes that take place in puberty, including the menstrual cycle.

Relationships:

- Different kinds of relationships – know why trust, honesty and respect are important.
- Recognise that actions have effects on self and other.
- Appreciate different ways of loving and the importance of love in relationships.
- Discuss the moral issues and challenges stereotypes.
- Show care for others including themselves

Keeping Safe:

- Know how to recognise and then avoid a risky situation if possible.
- Know how to keep safe in risky situations
- Links to drug awareness education

Year 6

Health:

- To appreciate that we all change, both physically and emotionally, at different rates.
- To know and understand how changes at puberty affect the body (revise and extend from Year 5).
- Understand the process of conception to birth.
- Understand the vocabulary of sexuality and media messages about health and sexuality.

Personal Strengths and Weaknesses:

- To develop the ability to empathise and support.
- Understand the meaning of friendship.
- Understand that actions have an effect on themselves and others.
- Know that appearing different can provoke bullying and know why it is unacceptable.
- To express feeling, being assertive not aggressive.
- Know about agencies which can help and support.
- Use strategies to cope with stress

Resources

As far as possible, the work in the school will follow the suggested MK outline for SRE issued in 2004.

All year groups will use some lessons from Smart Learning: Telling Tales. However this does not cover all areas of the SRE curriculum and individual teachers will need to produce their own lesson plans. Videos used –Living and Growing Unit 1, 2 and 3.

Where possible and appropriate, outside visitors will be invited to the school. These may include the school nurse, drug actions teams etc.

Health and Safety

Please refer to main document.

Equal Opportunities

SRE lessons will include all children equally, regardless of gender, race or ability. Curriculum and learning approaches are planned with this in mind.

Monitoring and Evaluation

It is the responsibility of the PHSE co-ordinator to monitor, evaluate and oversee the SRE curriculum in the school.

Homework

When appropriate, activities to do at home may be sent as part of the homework schedule.

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