

# MEADOWBROOK PRIMARY SCHOOL

## Sex and Relationship Education Policy

### Rationale

Sex and Relationship Education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable, and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health in line with OFES guidelines. It is not about the promotion of sexual orientation or sexual activity.

### Aims

- To develop confidence in talking, listening and thinking about feelings and relationships.
- To name parts of the body and describe how their bodies work.
- To understand and cope with issues around personal safety and to ask for support.
- To prepare for physical, emotional and social changes related to puberty.

### Guidelines

SRE is an area of the curriculum that begins when a child first enters school. The whole curriculum, both hidden and overt encourages children to become caring, trusting, sharing individuals who respect the opinions, beliefs and needs of other people.

Where matters relating to sexual issues arise naturally teachers should endeavour to answer pupil's questions honestly in a way that is appropriate to the pupil's individual developmental needs. Where possible this information will be given to the individual children involved, but if the question arises in a classroom context it should be answered in such a way that takes the context into account.

The school recognises that some teaching and non-teaching staff could be embarrassed by children's occasional experimentation. However all staff try to deal with such occasions in a matter-of-fact and calm manner.

## Teaching and Learning Styles

Sex and relationship education is supported by the schools programme for Personal, Social and Health Education (PSHE) PSHE provides a comfortable context in which sex and relationship issues can be explored. It provides a sound basis for more specific SRE with emphasis on lasting relationships.

SRE is also supported within the science curriculum that includes physical growth in project work related to ourselves, growth and change etc. Personal health and hygiene are also taught.

By the end of Key Stage one learning outcomes will included the following:

- Be able to name external parts of the body.
- Be able to recognise similarities and differences between themselves and others and treat others sensitively.
- Be aware that their feelings and actions have an impact on others.
- Know that animals, including humans, grow and reproduce.
- Know the basic rules for keeping themselves safe and healthy.
- Have considered why families are special.

By the end of Key Stage two children's knowledge and understanding will have developed to include the following learning outcomes:

- Be able to express opinions
- Recognise their changing emotions with friends and family and be able to express their feelings positively.
- Recognise the pressure of unwanted physical contact and know ways of resisting it.
- Know about the physical changes that take place at puberty, why they happen and how to manage them.
- To know about keeping themselves safe when involved with risky activities.
- Have considered the diversity of lifestyles.

Teaching will be given regard to the age, emotional and physical maturity of the pupils as far as possible within an age group.

## Parents

Parents or guardians have the right to withdraw their children from all or part of any Sex and Relationship education provided, but not from teaching the biological aspects of human growth and reproduction necessary under the science national curriculum.

Adopted: November 2003

To be reviewed: November 2004