



Meridian Primary School – SRE Policy –

Introduction

Meridian Primary School is made up of individuals from a wide range of backgrounds, lifestyles and cultures that embrace many languages, customs and religions.

We offer a creative and inclusive environment that values individuality and celebrates differences. Our children come from richly diverse backgrounds with over 20 languages spoken and our intake is complemented by a designated special provision for deaf children. We have high aspirations for each and every child and believe positive relationships and a caring ethos are the basis for great learning.

Meridian Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

At Meridian Primary School, sex and relationship education will be taught as an integral part of the learning process. We recognise that parents and governors have a key part to play in sex and relationship education and we wish to work in partnership with them.

Roles and Responsibilities

The Governing Body has overall responsibility to ensure that a Sex and Relationship Education (SRE) policy is developed and is available to parents.

The Headteacher has responsibility for the implementation of the policy and liaising with the governing body, LA, parents and other appropriate agencies.

The PSHE Co-ordinator has a general responsibility for supporting other members of staff in the implementation of this policy and will also disseminate information and provide INSET relating to SRE.

All Staff should be aware of this policy, how it relates to them and access training and support to deliver SRE lessons sensitively.

Parents play a key role in helping their children to cope with the emotional and physical aspects of growing up and therefore have responsibility in preparing them for challenges and responsibilities which sexual maturity brings. Parents are encouraged to support the school's SRE policy and have access to it.

Aims of Sex and Relationship Education

Sex education is an integral part of a child's education and ensures they are able to develop the knowledge and skills to confidently make safe decisions and how to understand changes in their physical and emotional development. Meridian Primary School believes that effective sex education is developmental and a foundation for further work in the secondary school.

Sex education at Meridian contributes to the requirements of the Education Reform Act 1988 that the school curriculum should be one which:

- Promotes the spiritual, moral, cultural, mental and physical development of children at the school and of society;
- Prepares children for the opportunities, responsibilities and experience of adult life. The school works towards these aims in partnership with parents.

Sex and relationship education differs from most areas of the curriculum because of its highly personal nature and we want our children to understand and appreciate this. As teachers we will endeavour to present lessons and ideas in a way that does not intrude into areas that are private and personal to individuals. Teachers aim to present facts in an objective and balanced manner set within a commonly agreed framework of values.

The aim of the sex education policy is to clarify the content and the manner in which sex education is delivered in Meridian Primary School.

Specific Aims of the Sex Education Programme

- To offer guidance and information on all areas of SRE in school for staff, parents/carers and governors;
- To provide pupils with the knowledge and skills to enable them to make informed and responsible choices now and in the future, taking into account their physical, moral, cultural and mental development;
- To create a climate where children and adults have the freedom to talk openly and honestly. Issues raised by children will be dealt with, taking into account the maturity of the child and the nature of the issue;
- To ensure there is a fair and equal balance in our teaching of SRE for both girls and boys;
- To ensure that children with special educational needs are fully included in SRE.

Working with Parents and The Right of Withdrawal

The school is committed to working with parents. Under the Education Act 1993 parents have the right to withdraw their children from any part of the school's programme of sex education, other than those elements which are required by the National Curriculum for Science.

Parents wanting to exercise this right are invited to see the Headteacher to explore the concerns of parents and the possibility of adjusting the programme or approach. We will respect their decision and other arrangements will be made for these children who are withdrawn. Once a child has been withdrawn they cannot take part in sex education until the request for withdrawal has been removed.

Objectives - the Moral and Values Framework

The sex education programme will reflect the school's ethos and demonstrate and encourage the following values:

- To promote children's self-esteem and confidence;
- To give accurate information about puberty, reproduction and contraception particularly in the transition year before moving to secondary school;
- To promote, in conjunction with the PSHE and SEAL curricula, the skills needed to build and maintain positive personal relationships;
- To provide children with the opportunity to clarify some of their misconceptions and attitudes towards friendships, sexuality and gender;
- To explore and respect the views of others and understand that they may differ to their own;
- To empower children in recognising situations in which they feel uncomfortable or at risk;
- To give children the opportunity to explore ideas about family, stable relationships and parenting

Content of the Sex Education and Relationship Programme

The SRE programme will:

- Provide information which is easy to understand and relevant and appropriate to the age and maturity of the pupils
- Include the development of communication and social skills

Sex education will be taught in the context of relationships. Topics and themes will be repeated from year to year in greater depth taking into account of the pupil's development and the spiral education concept.

KS1

In Key stage 1 pupils learn to recognise similarities and differences between themselves and others, identify and share their feelings with each other, recognise safe and unsafe situations and identify and be able to talk to someone they trust, such as their class teacher, teaching assistant, midday meals supervisor or the school's learning mentor.

KS2

In Key stage 2 pupils learn to express their opinions about relationships and bullying and to listen to and support others, including respecting other people's viewpoints and beliefs.

They learn to recognise their own worth and identify positive things about themselves and try to balance the stresses in life in order to promote their own mental health and wellbeing of others. Life processes are discussed including the physical changes that take place at puberty, why they happen and how to manage them.

A range of materials are drawn upon to ensure SRE is delivered to all children throughout the school and is tailored to each child's needs and level of understanding.

Sequence for teaching SRE

Ages 4-5

- People in my life. What they do for me and what I do for them
- My moods ~ feeling happy, sad and so on
- Friendships
- Loss and mourning ~ (for example, a person, a pet)
- Keeping safe ~ danger I might come up against. Saying no
- My body and other people's bodies ~ similarities and differences
- The beginning of life ~ me, animals, plants
- Growth in people, animals and plants
- Ageing ~ how we know things are alive, dead, young, old

Ages 6-7

- Changes as we grow
- Different types of families
- Feelings in families (for example love, jealousy)
- What helps people to get on with each other (for example listening/sharing)
- What makes me happy
- What I like or don't like about other people
- Keeping safe
- Caring for myself - hygiene, sleep, exercise
- People who help me to care for myself
- Inside my body ~ the functions of different parts

Ages 8-9

- Feelings ~ things which make me happy, sad, embarrassed, scared and so on
- Difficult situations ~ for example, teasing and bullying
- Changes in my own body and in those of others
- How babies begin and are born ~ how they grow
- Family trees
- Keeping healthy ~ exercise, diet, the immune system and so on
- Friendship ~ who our friends are, how we make and lose friends
- Making decisions ~ influences on me
- Keeping safe
- Varied lifestyles in the class and community ~ differences in others and how we feel about differences

Ages 10-11

- Decision-making, risk-taking
- Feelings about the future (for example changing schools)
- Families and how they behave ~ what members expect of each other
- Celebrations of birth, christening, puberty, marriage, and death in different cultures
- Expressing feelings and how we do this; being assertive, not bullying
- Differences and similarities in people
- Sexuality ~ what it is and what words describe it
- Body changes in me and others ~ why they are happening
- Things that go into my body that help (for example good food, and some drugs) and harm (for example some drugs, cigarette smoke, poisons)
- Messages about health and sexuality from television, films and newspapers

Dealing with Questions

Both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Sometimes an individual child will ask an explicit or difficult question in the classroom. These questions do not have to be answered directly, and can be addressed individually

later. The school believes that individual teachers must use their skill and discretion in this area and refer to the PSHSE lead, Head teacher or designated Child Protection officer if they are concerned.

Equal Opportunities

Meridian Primary School is committed to working towards equality of opportunity to all aspects of school life. All resources and methods have been checked against the following equal opportunities criteria:

Resource checklist (Taken from Sexuality and Relationships Resource List HEA)

- Is it likely to appeal to its proposed audience?
- Is it consistent with the agreed policy aims and objectives?
- Does it fit with the existing style (materials and methodologies) of health/sex education?
- Do you feel it appropriate for the needs of the children in terms of language and images, attitudes, maturity and knowledge required?
- Does it patronise or respect its audience?
- Does it enable you to take children's emotional and intellectual readiness into account and link this to new learning?
- Does it avoid racism, sexism and other forms of stereotyping?
- Could the resource be adapted or extended to suit the needs of your children?
- Do you feel comfortable about using this resource?
- Do you feel there is an undue bias in this resource?
- Is it factually correct?
- Will any staff training be needed?
- Is it well designed, flexible, durable, easy to use and store?
- Does it confirm to the legal requirements for sex education?