



**The RJ Mitchell  
Primary School**

# **Sex & Relationship Policy 2016**

**Review due June 2019**

## Sex & Relationship Policy

### Introduction

**Name of school:** The R J Mitchell primary School

**Date of Policy:** June 2013

**Member(s) of staff Responsible:** Mrs P, Spillman (PSHE Co-ordinator)

**Review date:** June 2016

### Background information

The R.J. Mitchell Primary School caters for children aged between 4-11 in the South Hornchurch area. The children are predominantly white and come from both single and dual families. Pupil mobility is relatively high with the proportion of pupils leaving and joining the school during the course of the year above average.

This policy was developed by the school PSHE Coordinator through a variety of consultation methods involving staff, governors and the school health adviser. All views were taken into account when developing this policy and the Sex and Relationships Education (SRE) programme.

### Policy Statement

SRE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings (Sex Education Forum 1999).

Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

The 1996 Education Act consolidates all relevant, previous legislation and states that all primary schools must provide an up to date policy that describes the content and organisation of SRE provided outside the National Curriculum Science Order. The DfE Sex and Relationship Education Guidance (2000) supports this legislation and recommends that all primary schools should have sex and relationship education programme tailored to the age and physical and emotional maturity of the children.

Other related policies and documents include the PSHE & Citizenship policy, Social Policy and Child Protection Policy.

### Aims and Objectives

This policy is a working document, which provides guidance and information on all aspects of SRE in the school for staff, parents/carers and governors. To be accessible to all of these groups the document needs to be available on request and presented in a way that is easy to understand.

### Moral and Values Framework

The SRE programme at R.J. Mitchell reflects the school ethos and demonstrates and encourages the following values:

- Respect for self;
- Respect for others;
- Responsibility for their own actions;
- Responsibility for their family, friends, schools and wider community.

### **Equal Opportunities Statement**

The school is committed to the provision of SRE to all its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where pupils with special Educational Needs are given extra support from SEN staff.

### **Aims and objectives**

We teach children about:

- the physical development of their bodies as they grow into adults;
- the way humans reproduce;
- respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
- the importance of family life;
- moral questions;
- relationship issues;
- respect for the views of other people;
- what they should do if they are worried about any inappropriate actions which makes them feel uncomfortable.

### **Context**

We teach about sex in the context of the school's aims and values framework. While SRE in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code, and of the values which underpin all our work in school. In particular, we teach about sex in the belief that:

- sex should be taught about in content of family life;
- SRE is part of a wider process of social, personal, spiritual and moral education;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect;
- children need to learn the importance of self-control.

### **Organisation**

SRE should not to be delivered in isolation but firmly embedded in all curriculum areas, including P.E., Science, Personal, Social Health Education (PSHE) and citizenship. At R. J. Mitchell the main content is usually delivered through PSHE to years 4,5 and 6 in the second half of the summer term. This ensures a coherent spiral curriculum.

SRE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. Active learning methods which involve children's full participation are used.

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the

Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our SRE programme.

### **Confidentiality**

Teachers and other providers conduct SRE lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns. The Designated Teacher for Child Protection will then deal with the matter in consultation with health care professionals (see also our policy on Child Protection).

### **Specific Issue within SRE**

#### **Withdrawal**

Parents/Carers have the right to withdraw their children from all or part of the sex and relationships education provided at school except for those parts included in statutory National Curriculum. Those parents/carers wishing to exercise this right are invited in to see the Headteacher who will explore any concerns and discuss any impact that withdrawal may have on a child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed.

Material are available to parents/carers who wish to supplement the school SRE programme or wish to deliver SRE to their children at home.

#### **Controversial and Sensitive Issues**

Staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

#### **Dealing with Questions**

Both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. 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 Child Protection Coordinator if they are concerned.

#### **Sexual Identity and Sexual Orientation**

The R. J. Mitchell Primary School believes that SRE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents on this issue to reassure them of the content and context.

#### **Dissemination**

All staff members and governors are aware that the policies are on the m1e and the school website. Several copies are available from the school office on request from parents. A short summary of the policy is included in the school prospectus.

**Monitoring and Review**

The PSHE coordinator monitors the impact of our SRE policy on an annual basis; ensuring staff are sufficiently trained to teach SRE effectively. The PSHE co-ordinator is also responsible for liaising with external agencies.

This policy is usually reviewed in the summer term.

Approved by:.....(Chair of Committee)

Date: .....