

## What

Sex and Relationships Education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. Following wide consultation with staff, governors, parents and pupils, past and present, SRE at Marlborough takes its place in this progression of learning by providing appropriate information and experiences as children develop and mature through their time at the school. 'Sex' and 'Relationships' are inextricably linked and we value both aspects equally, encouraging children to ask questions and to gather and apply knowledge, skills and understanding, continuing to learn as they grow up - safe, healthy and happy.

## Why

The school is committed to the provision of SRE to all of its pupils. Our SRE programme aims to respond to the diversity of children's cultures, faiths and family backgrounds preparing children for their future life and giving them the skills to meet personal lifetime challenges. We want our pupils to develop self-confidence, self esteem and self control, to value the process of growing up and to recognise the importance of relationships by:

- teaching them to respect and value other people of different beliefs, generations, family, cultural, racial and national backgrounds
- discussing what makes good relationships, how we build them and emphasising the importance of establishing and maintaining good relationships
- helping them develop appropriate relationships in day-to-day school life
- providing guidance on how to deal with situations and helping them to understand the consequences of actions
- teaching them that sex should only form a part of stable, loving relationships
- placing sex firmly within the context of life and normal human experience guiding them to react sensitively to others
- helping them to understand and react appropriately to older teenage siblings

We also want them to be sufficiently informed on sex, sexuality and sexual health so that they:

- understand the changes they will experience in their bodies and those that will be experienced by their peers of the opposite sex
- are prepared for changes in their feelings and how they can deal with these
- consider and manage peer and media pressure to reduce anxiety and to help them make informed choices

## How

In all learning at Marlborough, we value parents as fellow educators and in national curriculum areas we seek their support in our teaching. With respect to Sex and Relationships Education, we see this as primarily the responsibility of children's homes and the school's programme aims therefore to support them by:

- providing information and support
- keeping them informed through the policy and annual meetings with new class teachers
- guiding them towards leaflets and resources available to them to sexually educate their children

- encouraging openness in our pupils and the willingness to talk freely with friends and family
- encouraging embarrassment free family discussions

For our part, we provide our pupils clearly with the correct factual information to dispel myths and misunderstandings, informing them of the facts of life through the NC Science orders for ks1 and ks2. We address specific developmental sex, sexuality and sexual health learning objectives in y2 and y4\* and consolidate learning through a 'preparation for secondary school' sequence of lessons in y6\*. We also present them with more than the facts by:

- providing opportunities for structured and informal discussion
- openly discussing relationships, issues and appropriate sexual matters
- providing opportunities for our pupils to develop responsibilities and independence
- revisiting and developing personal and relationship issues through circle time and other activities
- working practically and 'from life' to develop and support good inter-personal pupil relationships
- inviting informed and prepared visitors to share their expertise such as:
  - professionals (midwife/doctor/school nurse)
  - parents (and babies)
  - older children

To support these activities we use tried and tested, relevant and up-to-date multimedia resources, valued by learners and available to teachers, such as:

- appropriate, accessible books and literature
- Cornwall and Isles of Scilly PCT puberty leaflets
- Channel 4 *Growing Up* videos
- games, role play and drama
- stories
- prepared worksheets and/or written/art/design tasks

Our SRE is delivered in a professional, appropriate and sensitive manner by:

- integrating learning developmentally according to age and stage
- considering individual learning needs, equal opportunities, diversity and multicultural aspects
- setting ground rules to discuss attitudes, values and opinions
- using an appropriate range of small group, separate gender and mixed, whole class teaching
- answering questions appropriately, sensitively and professionally
- referring children to their parents where questions are of a personal or very sensitive nature
- following school guidance and procedures with respect to confidentiality and child protection
- informing parents of their right to withdraw children from SRE (other than the NC Science orders) and inviting them to speak with the headteacher to discuss the impact of this action

## What if

Through SRE at Marlborough children will be:

Respectful	of themselves and others - tolerant and empathetic
Ready	aware of SRE within their broader Personal and Social development, open and honest – dispelling the ‘mystery’
Resourceful	independent – identifying their own learning needs and asking more questions
Resilient	high in self esteem, confident and assertive in relationships, coping with their own physical and emotional changes
Remembering	knowing where they can go for help and able to put their learning into context
Reflective	self evaluative, understanding themselves, their feelings and how they relate with others
Responsible	mature and well-rounded - able to make meaningful and positive relationships

\* see annex – *3bi 07.06.08 – sre content*