



Sex and Relationships Education (“SRE”)

In a safe and caring Christian setting, through inspirational teaching, challenge, awe and wonder, this school’s goal is to enable all children to become confident life-long learners to achieve their full potential.

Mission Statement

Overall Aim

The aim is to prepare pupils to cope with the physical and emotional challenges of growing up, and to give them an elementary understanding of human reproduction.

We aim to provide a framework for effective Sex and Relationship Education (“SRE”) within the school environment. Our SRE programme reflects the aims and values of our school and its Governing Body.

Sex and Relationship Education (SRE) is recognised as a vital part of a child’s education, ensuring they are ready for the social and emotional challenges of growing up. SRE should be set within a wider school context and support family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches. We aim to encourage pupils and teachers to share and respect each other’s views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and caring for each other.

Governing body

As part of their general responsibilities for the management of the school, the Governing body plays a key role in the development of the school’s Sex and Relationship policy. They will continue their involvement through regular evaluation of it.

Headteacher

The Headteacher takes overall responsibility for this policy and its implementation and for liaison with the Governing Body, parents, the Local Authority and appropriate agencies.

Personal, Social and Health Education (“PSHE”) Co-ordinator

The co-ordinator, together with the Headteacher, has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to Sex and Relationship Education and the provision of in-service training.

Parents

Parents are the key people in teaching their children about Sex and Relationships, by:

- Maintaining the culture and ethos of the family
- Helping their children cope with the emotional and physical aspects of growing up.
- Preparing them for the challenges and responsibilities that sexual maturity brings.

Parents need to know that the school's Sex and Relationship Education programme will complement and support their role as parents and that they will be consulted upon in the determination of the school's policy.

Parents will be encouraged to support the school's Sex and Relationship Education and access this policy. The co-ordinator will also make available the materials used in the lessons to parents. Parents have the right to see and discuss the content of the SRE lessons that their child will receive. It is therefore the schools responsibility to notify parents of when these lessons will take place and provide enough notice to allow parents to discuss lesson content with the teacher or co-ordinator

All Staff

Sex and Relationship Education is a whole school issue. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

The Policy

- Provides essential knowledge, skills and understanding
- Relates to other initiatives including N.H.S.S. (National Healthy School Standard)
- Benefits children, school and society
- Is flexible and offers a basis for continuity and progression.

Sex and Relationship education should begin well before the onset of puberty and the changes it brings. Talking about sex and relationships should be normalised from the beginning of a child's education.

The Framework for Sex and Relationships Education

Research has shown that S.R.E. which aims to prevent unwanted teenage pregnancies or sexually transmitted infections (“S.T.I’s”) should be initiated early, before patterns of sexual behaviour are established. The content of sex and relationship education should place the needs of children and young people firmly at its centre. The Childrens’ Act of 1989 required children’s views to be taken into account in the light of their age and understanding.

School based S.R.E. should meet the needs of boys as well as girls, young people from minority ethnic groups and young people with physical disabilities or special educational needs.

SRE should be firmly rooted in the framework for PSHE. Effective sex and relationship education enables young people to make responsible and well informed decisions about their lives. It should not be delivered in isolation. It should be firmly rooted within the framework for PSHE and the National Curriculum launched in September 2014.

The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescent into adulthood.

The PSHE framework will help pupils develop the skills and understanding they need to live confident, healthy and independent lives. It will play an important role alongside other aspects of the curriculum and school life, in helping pupils deal with difficult moral and social questions. Effective delivery of SRE is embedded in the success criteria of the framework.

The principle underlying the Standard is that effective SRE is best achieved through a whole-school approach, which ensures that the school’s policy is appropriately set for the age and maturity of the pupils. This includes involving parents and carers, giving staff appropriate training and support and ensuring that pupils’ views are listened to.

Section 1 of the Education reform Act 1988 places a statutory responsibility upon schools to provide a broad and balanced curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school.

Our school SRE programme will provide:

- Accurate information and combat ignorance, prejudices etc.
- Develop a mutual respect and care for others
- Encourage children to become aware of a range of views and to reach their own informed opinions
- Develop skills relevant to decision making in sexual behaviour and relationships
- Enhance the child’s self esteem
- Be taught through a differentiated programme to meet the needs of children of different ages and stages of development
- Be conducted in a sensitive manner
- Enable children to air their feelings and views
- Help children prepare for their future lives

Foundation Stage - Early Learning Goals

All sessions will be delivered using subject appropriate language.

Personal, Social and Emotional development in the Early Years Foundation stage comprises:

- Dispositions and attitudes
- Self confidence and self esteem
- Making relationships
- Behaviour and self control
- Self care
- Sense of community.

Key Stage 1

- Know that animals including humans move, feed, grow, use their senses and reproduce
- Recognise and compare the main external parts of the bodies of humans.
- Know that humans and animals can produce offspring and these grow into adults.
- Recognise similarities and differences between themselves and others and treat others with sensitivity.

Key Stage 2

- Know about the life processes common to humans and other animals including nutrition, growth and reproduction.
- Know about the main stages of the human life cycle.
- Avoid being exploited or exploiting others
- Avoid being pressured
- Access confidential sexual health advice and support
- Know how the law applies to sexual relationships

Methodology

A variety of teaching strategies are applied to enrich SRE with creativity. All sessions are based on firm, fair ground rules.

- Circle Time
- Drama
- Group discussion/Paired work
- Puppets
- Storyboard
- Worksheet

Parental Right of Withdrawal

Section 241 of the Education Act 1993 gives parents the right to withdraw their children from any or all parts of a school's programme of Sex Education **other than those elements required within the National Curriculum.**

Parents are asked to contact their child's class teacher if they wish to exercise their right to withdraw their child.

Parents do not have to give reasons for their decisions, nor do they have to indicate what other arrangements they intend to make for providing sex education for their children.

Once a request that a child be excused has been made, that request **must be** complied with until the parent changes or revokes that request and this is expressed in writing.

Where a child has been withdrawn from SRE, whilst such lessons are being conducted in their class, the child will be provided with appropriate tasks and asked to work under the supervision of another member of staff.

Safeguarding Procedures

If a member of staff has any concerns in respect of the welfare of a particular child then that member of staff will follow the school's safeguarding policy

Methodology for Year 6 when dealing with Human Reproduction

Human reproduction is covered during the course of the Year 6 curriculum. It is taught as part of a general enquiry into the functions of the body e.g. digestion. The children are taught, simple biological facts of the reproductive systems e.g. fertilisation of the ovary and the development of the foetus.

Monitoring and Reviewing

Our end of unit assessments within PSHE and Science identify coverage and understanding achieved through SRE. Assessment of SRE takes place formatively through discussions, observations and analysis of children's work. Pupils also self-assess against the lesson objectives using assessment for learning ("AFL") strategies such as thumbs up/down. The PSHE coordinator is responsible for the termly monitoring cycle that provides an overview of the quality of teaching and learning taking place in SRE lessons. This includes pupil voice monitoring.

Procedures for the involvement of Health Professionals

Where possible the school nurse will visit school to discuss a range of health issues and help deliver work on the topic - sex and relationships.

Facilities for Menstruating Girls

Sanitary products are available within the Key Stage 2 female teacher's cloakroom.

Changing facilities

When changing for P.E. Year 5 and 6 girls will get changed in the classroom and boys in the hall.

Limits of Confidentiality and legal requirements

Many teachers fear that children may disclose information to them about sex-related issues. It is important that ground rules are agreed to allow sensitive issues to be discussed whilst protecting the right of children and staff. Some children may have concerns which they wish to share with staff, and whilst staff wish to be supportive it is important that they realise that absolute confidentiality cannot be given. In the event of a disclosure being made, staff will follow the school's safeguarding policy.

Reviewed by: C&S Committee (July 2016)

Approved by: C&S Committee

Next Review: July 2018, C&S Committee