



Sex and Relationships Education Policy (SRE)

This policy represents the agreed principles for the teaching of Sex and Relationships Education (SRE) throughout the school. This policy has been agreed by governors within the school and all teachers representing the Foundation stage, Key Stage1 and Key Stage 2.

School Aims

Our school community (children, staff, parents and governors) aims to:

- Learn and grow together within a safe, caring and happy environment;
- Continually encourage achievement in all aspects of school life;
- Motivate all children with a broad and challenging curriculum;
- Treat everyone with honesty and respect;
- Ensure opportunities for all.

Introduction

We have based our school's Sex and Relationships Education Policy (SRE) on the DfEE guidance document SRE Guidance (ref DfEE 0116/2000). In this document, SRE is defined as:

'Learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health'.

SRE is part of the personal, social and health education curriculum in our school. While we use SRE to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use SRE as a means of promoting any form of sexual orientation.

The aim of SRE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour.

This should take place with consideration of the qualities of relationships within families.

The objectives of Sex and Relationship Education are;

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self esteem and confidence, especially in their relationships with others;
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support
- To develop skills for a healthier safer lifestyle

- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood

Context

We teach SRE 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 values which underpin all our work in school. In particular, we teach SRE in the belief that:

- it should be taught in the context of marriage or a stable relationship and family life;
- it is part of a wider social, personal, spiritual and moral education process;
- 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

We teach SRE through different aspects of the curriculum. Whilst we carry out the main SRE teaching in our personal, social and health education (PSHCE) curriculum in Years 3, 4, 5 and 6, we also teach some SRE through other subject areas (for example, science, RE and PE), where we feel they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

In Science lessons we follow the National Curriculum guidance. In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

In RE and PSHCE key stage 1 children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them.

They also learn about personal safety they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

Sex and relationship education should focus on the development of skills and attitudes not just the acquisition of knowledge.

In Years 4, 5 and 6 we place a particular emphasis on SRE, as many children experience puberty at this age and also in preparation for secondary transfer. We liaise with the Local Health Authority and school nurse about suitable teaching materials to use with our children in these lessons. The class teachers lead a programme of SRE which is staggered across Years 4, 5 and 6 with many of the key concepts being revisited in Year 6. The programme is designed to ensure that by the end of Key Stage 2, both boys and girls know about the value of relationships, the different parts of their body and how these work, how babies are born,

how their bodies change during puberty, what menstruation is, and how it affects women. The pupils are given the opportunity for discussion in same sex groups in which the class teacher answer pupils questions with sensitivity and care. We always teach SRE with due regard for the emotional development of the children (as stated earlier in this policy). The Christopher Winter Project and Chanel 4 resources are used by the class teachers to deliver the following content in each year group:

Year 4: Differences between males and females, growth, change and life cycles

Year 5: Puberty including menstruation

Year 6: How babies are made and born, how puberty affects us both physically and emotionally

Please note with regard to the use of the School Nurse or other visitors:

“Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator’s and teacher’s responsibility to plan the curriculum and lessons.” Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11

We notify all parents and carers of children in Year 3, 4, 5 and 6 that SRE is about to take place and give them the option to withdraw their children from these sessions (see attached parent letter). We explain which concepts will be taught and how they are taught, and provide parents with the opportunity to see any materials or videos the school is intending to use in advance.

The role of parents

Shepherd Primary School is well aware that the primary role in children’s SRE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school’s SRE policy and practice;
- answer any questions that parents may have about the SRE of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for SRE in the school;
- consider parents’ views when reviewing school policy and making modifications to it as necessary;
- inform parents, upon request about the best practice known with regard to SRE, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parents have the right to withdraw their child from all or part of the SRE programme that we teach in our school. If a parent wishes their child to be withdrawn from SRE lessons, they should discuss this with the Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

Confidentiality

Teachers, conduct SRE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter 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. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher

has concerns, they will draw their concerns to the attention of the Headteacher, the Designated Senior Person (DSP). The Headteacher will then deal with the matter in consultation with social services professionals. (See Child Protection Policy.)

Children with special educational needs

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

The role of the Headteacher

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our SRE policy, and that the policy is implemented effectively (see attached parent letter). It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The Headteacher liaises with external agencies regarding the school SRE programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

The Headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Monitoring and review

The Governing Body monitors our SRE policy every three years or earlier if necessary.. The Governing Body gives serious consideration to any comments from parents about the SRE programme, and makes a record of all such comments. Governors require the Headteacher to keep a written record, giving details of the content and delivery of the SRE programme that we teach in our school.

The effectiveness of the SRE programme will be evaluated by assessing the impact of children's learning and implementing change if required.

Links to other policies

SRE will be linked to other school policies including: PSHCE and Citizenship Policy

Child Protection, Behaviour Policy, Anti-bullying Policy, Health and Safety and Whole School Food Policy.

SRE issues will be included in the induction programme for all new members of staff.