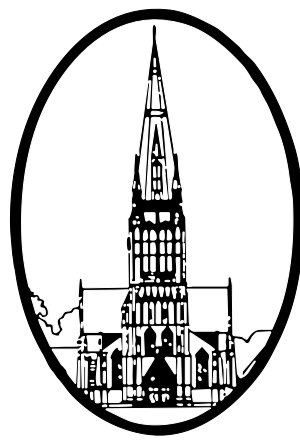


St. Mary's C. of E. Primary School

*'Through God's love, we strive to be the best we can
be.'*



Sex and Relationships Education Policy

Revised: June 2016

Review date: June 2019

Mission Statement and Values

“Through God’s love, we strive to be the best we can be.”

St Mary’s is an inspiring and creative school which fosters a love of learning as well as developing skills for life. We strive to enhance every child’s moral, spiritual, intellectual, social and physical well-being and celebrate every child’s gifts.

As a faith school we hold **love** at the centre of all we do. This and the following values reflect the ethos of our school.

Respect – ourselves, each other and our environment

Courage – to stand up for what is right, overcome our fears and embrace new challenges

Truth – in the choices we make and our dealings with family, friends, school and community

Hope – that inspires us to look forward in confidence to a better life for all

Introduction

As a faith school, St Mary’s holds love at the centre of all teaching and learning. Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child. Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex and relationships education was ‘too little, too late and too biological’. Ofsted reinforced this in their 2013 Not Yet Good Enough report. SRE plays a vital part in meeting our schools’ safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships. Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils’ wellbeing and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive SRE programme can have a positive impact on pupils’ health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations. At St Mary’s we teach a comprehensive SRE Programme from year 1 to Year 6 where each year knowledge and understanding are built on to support pupils in their learning about this important topic.

Purpose of the SRE Policy

The purpose of the policy is to:

- Give information to staff, parents and carers, governors, pupils and outside visitors about the content, organisation and approach to teaching SRE
- Enable parents and carers to support their children in learning about SRE
- Give a clear statement on what the school aims to achieve from SRE, the values underpinning it and why it is important for primary school pupils
- Set out how the school meets legal requirements in respect of SRE
 - (i) Duty to promote wellbeing (Children Act 2004)
 - (ii) Duty to prepare children for the challenges, opportunities and responsibilities of adult life (Education Act 2006)
 - (iii) Ensure pupils learn about the nature of marriage and its importance for family life and bringing up of children (Learning and Skills Act 2006)
 - (iv) Protect pupils from unsuitable teaching and materials (Learning and Skills Act 2006)
 - (v) Teach statutory SRE elements in the Science National Curriculum
 - (vi) Have an up to date policy developed in consultation with pupils and parents (Education Act 1996)
 - (vii) Meet the school's safeguarding obligations
 - (viii) Make the policy available to pupils and parents (Education Act 1996)
 - (ix) Right of parental withdrawal from all or part of SRE except those parts included in the national curriculum (Education Act 1996)
 - (x) Taken account of the DfEE guidance on SRE (2000)
 - (xi) DfE expects that all state schools "should make provision for personal, social, health and economic education (PSHEE) and that "SRE is an important part of PSHEE" (DfE guidance on PSHEE 2013)
 - (xii) Prevent discrimination, advance equality of opportunity and foster good relations between different groups (Equality Act 2010)

This policy links to the PSHE and citizenship policy, the Safeguarding and Child Protection policy, anti-bullying/behaviour policy, Equality policy and e-safety policy.

1. Definition of SRE

Sex and Relationship Education is not just about learning about *growing up, changes and reproduction*. It is also about enabling children to *make and maintain relationships* with others, to understand about human sexuality and to *feel good about themselves* and the *choices* they make. This involves helping children to gain knowledge, develop skills and form positive beliefs and attitudes.

1. **Knowledge and Understanding** including; emotional, social and physical aspects of growing up, puberty, reproduction and pregnancy, similarities and differences between males and females, parts of the human body including the male and female reproductive parts, gender stereotyping and discrimination, different families, different types of relationships, healthy and unhealthy relationships and where to get help if needed
2. **Personal and Social Skills** including; talking and listening to others, managing emotions, making friends and managing friendships, forming and maintaining loving, caring and respectful relationships, developing self-respect and empathy for others, respecting the differences between people, resilience to cope with change, making responsible and safe decisions, including on line
3. **Attitudes and Values** including; feeling positive about growing up, the importance of respect, care and love, the value of family life, the importance of stable and loving relationships, including marriage (both heterosexual and gay) and civil partnerships, respect for rights and responsibilities in relationships, understanding that exploitation and violence in relationships is unacceptable, acceptance of difference and diversity, promoting gender equality.

2. Why teach SRE at primary school?

- It prepares children for the physical and emotional changes that will take place at puberty
- It helps develop positive attitudes, values and self-esteem and challenges negative attitudes and prejudices.
- It helps make sense of misinformation in the media and from peers
- It provides an opportunity to talk about feelings and relationships
- It promotes the skills necessary for effective communication and loving, caring, respectful and happy relationships.
- It protects children from sexual exploitation and inappropriate on line content
- It is a statutory part of the science curriculum covering the biological aspects of SRE

3. Values promoted through SRE

As a faith school we hold Love at the centre of all we do. Our values are underpinned by our School Ethos of – Respect, Courage, Truth and Hope and our SRE programme promotes the aims and values of our school which include

- Respect for self and others
- Commitment, trust and love within relationships
- Respect for rights and responsibilities in relationships
- Understanding diversity regarding religion, gender, culture and sexual orientation
- Working to reduce intolerance and discrimination based on sexual orientation, disability, ethnicity, religion, and gender
- Acceptance of difference and diversity

- Promoting gender equality, challenge gender stereotypes and inequality and promotes equality in relationships
- Valuing family life and stable, loving and committed relationships, including marriage (both heterosexual and gay) and civil partnerships, for bringing up children

SRE will support the importance of strong and stable relationships, including marriage for heterosexual and gay couples and civil partnerships for family life and bringing up children. Care is taken to ensure there is no stigmatisation of children based on their different home circumstances.

4. Aims for SRE and what is taught each year.

Children are taught a comprehensive programme of SRE, each year group is taught a unit of work which links to the following years learning. Children will be taught in an age appropriate way, please see attached over view. We have a statutory duty to teach the SRE elements of the science national curriculum.

- The content is based on the SRE aspects in PSHE and Citizenship and the statutory elements of the science national curriculum
- The content for each year group covers knowledge, skills and attitudes and is appropriate to the age and maturity of pupils and progresses from one year to another, building on what has been learnt in previous years.

SRE Curriculum Overview

Year Group	
Year 1 Growing and caring for ourselves	Lesson 1: keeping clean Lesson 2: Growing and Changing Lesson 3: Families and care
Year 2 Differences	Lesson 1: Differences: Boys & Girls Lesson 2: Differences: Male & Female Lesson 3: Naming the body parts
Year 3 Valuing the difference And keeping safe	Lesson 1: Differences: Male and female Lesson 2: Personal Space Lesson 3: Family Differences
Year 4 Growing up	Lesson 1: Growing and changing Lesson 2: Body changes and reproduction. Watch unit 2, programme 2 Lesson 3: What is puberty? Watch unit 2, programme 4

Year 5 Puberty Children will be split into boys and girls so that they feel comfortable. Both groups will cover all lessons	Lesson 1: Talking about puberty Watch Unit 2, Programme 4 Lesson 2: male and Female changes Lesson 3: Puberty and Hygiene
Year 6 Puberty and Reproduction	Lesson 1: Puberty and Reproduction Lesson 2: Relationships and reproduction Lesson 3: Conception and pregnancy Watch unit 3, programme 7

These lessons, which are taught as the children move through the school, will give children the opportunity at an appropriate year group to:

- Develop the confidence to talk, listen and think about feelings and relationships
- Make and maintain friendships
- Understand the importance of respect, responsibility, love and care in relationships
- Understand and respect different types of families, including families with same sex parents
- Develop positive attitudes about growing up
- Explore their own and other people's attitudes and values
- Challenge and prevent discrimination based on sexual orientation and gender
- Prevent sexist, sexual, homophobic and transphobic language and bullying
- Challenge gender stereotypes and inequality and promote equality and respect in relationships
- Know the correct biological names for the parts of the body, including the male and female reproductive parts
- Know and understand about emotional, social and physical changes at puberty
- Know and understand about reproduction
- Know about human sexuality
- Discuss their concerns and correct misunderstanding they may have gained from the media and peers
- Keep safe online and offline
- Recognise when something is risky or unsafe
- Know where and how to seek information and advice when they need help

5. Content and Organisation of the Programme

Where is SRE taught?

SRE will be taught through a planned programme in PSHE and Citizenship as well as in science. We have a particular focus during SRE Week once a year, however there are overlaps with other aspects of the curriculum. This will ensure that it covers the statutory

biological aspects, but also the social and emotional aspects. It is taught throughout the years, either as discrete topics/units or integrated into other topics such as Ourselves, Growing and Living Things, at a level appropriate to the needs and maturity of the pupils. There is time for discrete teaching topics in particular years

Who teaches SRE?

SRE will be taught by the class teacher but sometimes health professionals or other visitors will help deliver SRE, such as the school nurse or a visit from a pregnant mum or a mum with their baby. If visitors are involved in SRE we will

- plan and evaluate their contribution as part of the school's SRE teaching programme.
- provide the visitor with an up-to-date copy of the school's SRE Policy and ensure they adhere to it
- ensure that a teacher is present throughout the lesson, taking responsibility for class management
- follow up in later lessons

How is SRE taught?

- On the whole pupils are taught in mixed groups to ensure that boys and girls learn the same information. However, sometimes it is useful in Years 5 and 6 to include time when single sex groups can discuss issues with a teacher of the same gender.
- Teachers set a group agreement or ground rules with pupils to ensure that an atmosphere is created where pupils feel able to ask questions, discuss concerns, talk about feelings and relationships, but do not discuss or ask private information of each other or the teacher.
- We answer questions honestly and sensitively, appropriate to the age and maturity of the pupils. Some questions may not be answered immediately if the teacher feels they need to consult with the Head teacher and some questions may be more appropriately answered on a one-to-one basis, rather than with the whole class. In Key Stage 2 classes we provide a question box so that pupils can anonymously ask questions and these are then answered by the class teacher.
- Resources, such as DVDs and leaflets are chosen to ensure that they are appropriate to the age and maturity of pupils. They take into account equality of opportunity through their use of language, cultural attitudes, family make-up and images, including body image, avoiding stereotyping, racism and sexism.
- A variety of teaching methods are used that enable pupils to participate and reflect on their learning, role play, quizzes, pair and small group work, mixing groups so that pupils work with a range of peers. We also use case studies, stories, puppets and role plays to help de-personalise discussions and help pupils gain confidence to talk and listen to each other.

- The SRE policy reflects and is in line with our equal opportunities policy and the school ensures that the SRE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background.
- Where needed, SRE is differentiated to meet the needs of pupils and specialist resources may be used to respond to their individual needs. In some cases pupils have individual support or work in small groups with a TA or learning mentor
- Teachers do not discuss details of their personal relationships with pupils.
- Homophobic and transphobic references and homophobic and transphobic actions and bullying are not tolerated in school and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying.
- Teaching about different families is part of SRE and we aim to reflect the broad range of experiences amongst pupils and ensure all pupils feel their family is valued, such as: single parent families; recently divorced parents; parents who are married, parents who are not married, parents who have non-monogamous relationships; lesbian, gay or bisexual parents; children living between two homes; in foster homes; in residential homes and living with relations other than biological parents. We will emphasise the importance of strong and supportive relationships, including marriage (both heterosexual and gay) and civil partnerships, for family life and bringing up children.

6. Confidentiality, safeguarding and child protection

Although SRE is not about personal disclosures and personal issues, it is possible that a pupil may disclose personal information. Staff understand that they cannot promise pupils absolute confidentiality, and pupils know this too.

If teachers are concerned in any way that a pupil is at risk of sexual or any other kind of abuse, they will talk to the Designated Child Protection Officer and follow the school's Child Protection Procedures. If a pupil discloses to a teacher that they are sexually active, or are considering sexual activity, then this would be viewed as a child protection issue.

7. Assessing SRE

Pupils' progress in learning in SRE is assessed as part of the assessment of science and PSHE and citizenship.

8. Monitoring and evaluating SRE

The PSHE Coordinator monitors teachers' planning to ensure SRE is being taught. Pupils and staff are involved in evaluating the SRE teaching programme as part of the annual review of PSHE and Citizenship.

9. Training staff to deliver SRE

It is important that SRE is taught by teachers that are knowledgeable, skilled and confident. We ensure that teachers are trained to teach SRE and provide a range of training opportunities including school based INSET and team teaching.

Training could include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Practising a variety of teaching methods
- Facilitating group discussions
- Answering questions
- Managing sensitive and controversial issues

10. Working with Parents/Carers and Child Withdrawal Procedures

We place the utmost importance on sharing responsibility with parents and carers for their children's education. We do our best to find out about any religious or cultural views which may affect the SRE curriculum and will try to balance parental views with our commitment to comprehensive SRE and equality

We will take every opportunity to inform and involve parents and carers by

- Making the policy available on the school's website
- Including a summary of the content and organisation of SRE in the school brochure
- Giving parents the content of the SRE teaching programme as part of the termly information on the curriculum
- Inviting parents and carers to a class meeting to discuss the SRE programme
- Inviting parents and carers to a general meeting or workshop to discuss SRE in the school and help them talk to their children about growing up
- Discussing individual concerns and helping parents and carers support the needs of their children

Parents/carers have the right to withdraw their children from SRE, apart from the statutory national curriculum. This means that parents and carers cannot withdraw their children from SRE aspects of the science national curriculum.

If a parent wishes to withdraw their child from the SRE curriculum they must arrange a meeting with a member of the Senior Leadership Team who will talk through their concerns and discuss the benefits of school SRE. If they decide to withdraw their child, work will be provided to do in another class. We will offer packs of the teaching materials if parents wish to use this with their children at home. Parents can talk to the PSHE Coordinator about the resources to support this.

Even when a child has been withdrawn from SRE lessons, if the child should ask questions at other times, these questions *would* be answered honestly by staff.

Key contacts

PSHE and Citizenship Co-ordinator -Anna Barker

Governor with a lead on SRE -

Safeguarding Children (Child Protection) Lead - Anna Barker