



St John's Meads Church of England Primary School

Sex and Relationships (SRE) Policy



Policy: SRE - Sex and Relationships Education Policy

1. Context

'Sex and relationship education is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. Sex and relationship education should empower children and young people, build self-esteem, offer a positive and open view of sex and support sexual self-acceptance and mutual respect'.

Sex & Relationship Education; Guidance for Schools, East Sussex, Brighton & Hove 2003

Sex and Relationship Education (SRE) is firmly rooted in our school's Personal, Social, Health and Economic Education (PSHEe) and Citizenship Framework and is also delivered as part of other curriculum areas such as Science and RE. This policy links with other school policies such as the anti-bullying policy, equal opportunities policy, safeguarding policy, confidentiality policy and health and safety policy. The context for the teaching and learning of SRE comes from the Health and Wellbeing Data Pack for Schools 2012, produced by East Sussex County Council, in partnership with the NHS.

2. Aims and objectives of sex and relationship education

SRE supports and promotes our pupils' *'spiritual, moral, social, cultural, mental and physical development and prepares them for the opportunities, responsibilities and experiences of adult life'*

- *Section 351 of the Education Reform Act 1996, the two broad aims for the school curriculum.*

At St John's Meads school SRE is underpinned by the ethos and values of our school and we uphold it as an entitlement for all our pupils. We recognise the need to work as a whole school community to ensure a shared understanding of SRE and the values underpinning it and to deliver an effective programme that meets the needs of our pupils and taking into account the variety of faiths, abilities and backgrounds.

In our school, we are committed to working towards equality of opportunity in all aspects of school life as described in our Equalities Policies. We will make sure that our SRE programme is inclusive and we will consider the needs of vulnerable groups, such as looked after children, in the planning and delivery of our programme. Please also refer to the school inclusion policy.

We aim to develop an understanding in our pupils of the biological, emotional, social, legal and moral aspects of sex and sexuality. We teach SRE within the wider context of building self-esteem, emotional well-being, relationships and healthy lives beginning in the early years through to Year 6. The SRE curriculum will be concerned with:

- the discussion of attitudes and values
- the development of a range of personal and social skills
- the provision of factual information and the development of the understanding of it

The objectives for SRE should match the age and maturity of the pupils involved. For KS1 and KS2, our learning outcomes include:

Attitudes and Values

- to learn the value of respect, love and care
- to learn to value and respect ourselves and others
- to develop an understanding and valuing of diversity
- to promote a positive attitude to healthy lifestyle and keeping safe
- to developing an understanding of the value of family life and an appreciation of the many different types of family.



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Personal and Social Skills

- to learn how to identify and manage emotions confidently and sensitively
- to develop self-respect and empathy for others
- to develop communication skills with peers, school and family
- to learn how to assess risk and to develop strategies for keeping safe
- to develop the ability to give and secure help
- to develop an understanding of difference and an absence of prejudice.

Knowledge and Understanding

- to recognise and name the main external parts of the body including agreed names for sexual parts
- to know the basic rules for keeping themselves safe and healthy
- to know about human life processes such as conception, birth and puberty
- to develop an understanding of the physical and emotional aspects of puberty
- to know who can provide help and support.

3. The sex and relationship education curriculum

SRE is delivered through the four interrelated strands of PSHEe:

- A)** Developing confidence and responsibility and making the most of pupils' abilities.
- B)** Preparing to play an active role as citizens.
- C)** Developing a healthy safer lifestyle.
- D)** Developing good relationships and respecting the differences between people.

In PSHEe, SRE is placed within the context of talking about feelings and relationships. Ensuring SRE is embedded within PSHEe will ensure a focus upon self-esteem and respect for self and others.



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The SRE programme also includes elements of the statutory Science curriculum, which is mandatory for all pupils. Parents / carers are not able to withdraw their children from National Curriculum Science.

National Curriculum Science

Key Stage 1.

- 1.b) That animals including humans, move, feed, grow, use their senses and reproduce.
- 2.a) To recognise and compare the main external parts of the bodies of humans.
 - f) That humans and animals can produce offspring and these grow into adults.
- 4.a) To recognise similarities and differences between themselves and others and treat others with sensitivity.

Key Stage 2.

- 1.a) That the life processes common to humans and other animals include nutrition, growth and reproduction.
- 2.f) About the main stages of the human life cycle.

4. The organisation of sex and relationship education

Co-ordination

The PSHEe Co-ordinator will endeavour to keep up-to-date with materials and guidance for SRE, in line with other curriculum areas. The school will support this by affording regular opportunities for appropriate training. They may lead, organise or inform staff and the wider school community of training and current initiatives and issues.

WHAT IS COVERED IN EACH YEAR GROUP IN SRE?

In Reception, the children will be covering the following objectives:

- To know the names of the main external body parts shared by males and females.
- To begin to know about the process of growing and stages of life.
- To begin to understand how we maintain a healthy body e.g. eating healthily, exercising and personal hygiene.
- To feel good about our bodies and the desire to look after them.
- To identify and respect similarities and differences between people including physical appearance, culture and family.

In Year 1, children will be covering the following objectives:

- To know the names of the main body parts.
- To begin to know about the process of growing from young to old (including birth and death) and how peoples' needs change.
- Begin to understand how we keep healthy e.g. eating, exercise and hygiene.
- To develop the ability to make simple choices that will improve their health, wellbeing and personal hygiene.
- To feel good about one-self - the desire to be safe, feel positive.
- To identify and respect similarities and differences between people including physical appearance, culture, family, religion and language.



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In Year 2, children will be covering the following objectives:

- To know the names of the main parts of the body, including agreed names for sexual parts.
- Begin to understand the concept of male/ female and human development from birth to five.
- Begin to know about the process of growing from young to old and how a persons' needs change.
- Begin to develop confidence to talk about body parts and how they work.
- Identify and respect similarities and difference between people including physical appearance, culture, family, religion and language.

In Year 3, children will be covering the following objective:

- To know about personal safety including what kind of physical contact is acceptable.
- To know more about different types of relationship, including marriage and to understand more about the benefits of positive caring relationships and the sometimes changing nature of those relationships.

In Year 4, children will be covering the following objectives:

- To know how the principal body systems work e.g. circulation, digestion and respiration.
- To know the body changes that will take place during puberty.
- To know more about the human life cycle, significant events in this cycle e.g. becoming a parent, bereavement, making new relationships and marriage.

In Year 5, children will be covering the following objectives:

- To know how the principal body systems work e.g. circulation, digestion, respiration and reproduction (including how a baby starts and how a baby is born).
- To know the body changes that will take place during puberty.
- To recognise who to talk to and where to get help.
- To know about different types of relationships including marriage and to understand more about the benefits of positive, caring relationships and the sometimes changing nature of those relationships.
- Begin to know people, agencies and organisations that can help in relation to personal relationships, rights, responsibilities and citizenship.

In Year 6, children will be covering and revisiting the following objectives:

- To know the body changes that will take place during puberty.
- To know more about the human life cycle, significant events in this cycle e.g. becoming a parent, bereavement, making new relationships and marriage.
- To know that bacteria and viruses can affect health and that following simple, safe personal hygiene routines can reduce their spread.
- To know about personal safety including what kind of physical contact is acceptable.
- Develop the confidence to talk about personal health related issues.
- Make decisions related to relevant and personal health issues and choices.
- To know about different types of relationships including marriage and to understand more about the benefits of positive, caring relationships and the sometimes changing nature of those relationships.
- Develop the skills to challenge inequality, prejudice and injustice including bullying, racism, sexism and homophobia (this will also include e-safety)



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Staffing

Class teachers with their understanding and knowledge about their pupils in terms of age, maturity, development, religious, cultural and special needs are in the best position to deliver most SRE. Therefore, it is our aim that all teachers will be able to deliver SRE in their class with support and training. Support staff and teaching assistants will receive training so they can work with class teachers effectively. Where possible, male and female members of staff will be available for the children to discuss their learning with.

In the unlikely scenario of a member of staff expressing concern about teaching SRE they will be supported. The PSHE Co-ordinator will offer support and ensure the delivery of the SRE programme.

Role of Governors

The governors have been consulted on this policy and have ratified it. The governor for PSED supports the PSHE Co-ordinator in monitoring the implementation of this policy.

Training and Development Needs

We will provide appropriate training for all staff and governors whenever necessary and at least every 3 years.

Visitors

We welcome the support of visitors offering specialist support and links with the community. The school nurse, other health professionals and Theatre in Education groups, may be involved at different stages of the programme.

Visitor sessions always complement the existing SRE provision and never replace or substitute teacher-led curriculum provision.

Curriculum Delivery

Curriculum planning for SRE is part of the whole school planning process for PSHE and citizenship and is informed by the National Curriculum Science Orders.

The content of the SRE programme will be delivered in a variety of ways:

- Designated SRE curriculum times, which provides focused opportunities for raising specific issues in a safe and structured session.
- Cross-curricular links, when appropriate SRE will also be delivered in Science, RE, Humanities and Literacy, as part of the Creative Curriculum.
- Circle-time, planned to support the delivery of PSHE, may also be used to cover some of the SRE programme.
- There may be other opportunities such as assemblies or 'health days' to cover the content or develop the skills involved in the SRE programme, but these one off events will always be part of the planned programme.

Appropriate arrangements will be made for pupils who are withdrawn from SRE. For example, they will be able to participate in a lesson in another class.



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5. Delivering the sex and relationship education curriculum

Teaching and learning methodology

Teachers and staff will use a range of strategies to deliver SRE but will focus on active and experiential learning techniques. This will enable pupil participation and involvement in their learning and develop pupil's confidence in talking, listening and thinking about sex and relationships. Establishing ground rules with pupils - as in all aspects of PSHEE a set of ground rules helps create a safe environment.

Ground Rules for SRE.

This is an agreed list of ground rules set up by the staff at St. John's Meads to ensuring a sensitive approach and delivery of SRE in our school. Class-appropriate ground rules will be drawn up at the start of the unit by the children and class teacher and will be discussed with the children at the beginning of each session.

- Be kind to each other – no put downs
- No personal questions
- Listen to each other
- Be honest – say what you feel and believe and not what you think you should say
- Have fun
- Join in – if you can
- Keep confidentiality
- Use words we all feel comfortable with

* Using 'distancing' techniques.

* Knowing how to deal with unexpected questions or comments from pupils.

* Encouraging reflection.

Resources

All resources are selected to ensure that they are consistent with the school ethos and values and support the SRE aims and objectives. Care is taken to ensure resources comply with the school's Equalities Policy and are age appropriate and in line with the school's values.

Some of the books are available to pupils and parents in the library. All the materials are available for parents/carers to view on request from the PSHE Co-ordinator or class teacher. Resources are also available on SRE parent and governor consultation sessions and when the policy is reviewed.

Special educational needs (SEN) and learning difficulties

Our pupils have different abilities based on their emotional and physical development, life experiences, literacy levels and learning difficulties, but we will aim to ensure that all pupils are properly included in SRE. We will, for example, use differentiated materials.

Some pupils with SEN may be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These pupils in particular will need to develop skills to reduce the risks of being exploited, and to learn what sorts of behaviours are, and are not, acceptable.

Teachers may have to be more explicit and plan work in different ways in order to meet the individual needs of pupils with SEN or learning difficulties. It is helpful to remember to focus on activities that increase a pupil's assertiveness, communication and relationship skills, their self-esteem and understanding. Active learning methods and drama techniques are particularly effective.



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Mixed and single gender groups

Generally SRE will be taught in mixed groups so that boys and girls are encouraged to work with each other. It is important that both boys and girls know about the experience of puberty for the opposite gender. However, there will be planned opportunities for single gender sessions to explore gender specific issues, specifically when watching the DVD information videos.

Religion and ethnicity (See Appendix E)

At St John's Meads there is a caring and sensitive Christian ethos throughout the school, which is referred to in the school's Vision Statement. We seek to recognise the diverse beliefs of all of our pupils and families including religious and minority ethnic communities and aim to value and celebrate cultural diversity. There will be a range of views on SRE within every community so we will try to broadly represent those of our whole school community in line with our Equalities Policy, we will explore assumptions about different cultural beliefs and values and encourage activities, which challenge stereotypes. We will use a range of teaching materials and resources that reflect our cultural diversity and encourage a sense of inclusiveness.

We accept that pupils and adults in our school may hold very strong religious and cultural beliefs about SRE. We will encourage consultation and discussion with pupils, parents, Governors and Church leaders to ensure that we consider cultural, religious and linguistic needs in the development and review of our SRE policy and programme.

Whilst we will always try to work with parents to accommodate their wishes, we will also accept that parents can exercise their right to withdraw their children from SRE outside National Curriculum Science.

Consultation with pupils

A key aspect in employing effective teaching and learning strategies is the involvement of our pupils, through class, individual and School Council discussions, in their learning. We provide opportunities for them to evaluate the resources and also the teaching methods they preferred, were most comfortable with, and best met their needs.

Recording and assessment

In addition to the pupils' self-assessment, teachers will assess pupils through informal methods, such as observations and discussions with a particular focus. Pupils and Teachers will compile evidence of work and samples will be collated. Displays will be mounted to show developments and achievements.

Elements of SRE that occur in the Science curriculum will be assessed, through recorded work and national tests, to establish levels of knowledge and understanding. Some useful questions in assessment that teachers ask themselves and their pupils are:

- Skills - what have they learnt to do?
- Information - what do they now know?
- Attitudes and values - what do they think, feel, believe?
- Did all pupils e.g. girls and boys, engage equally with the activity?
- What do they need to learn next?



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Monitoring and evaluation of the SRE curriculum

The review and monitoring of this policy is the responsibility of the PSHEe Co-ordinator and support, and will include:

- Review of planning and guidance.
- Liaison with class teachers.
- Classroom observation in line with other curriculum areas.
- Carrying-out a regular audit of provision in order to ensure we are meeting the needs of all our pupils and delivering an effective programme.
- Release time for the Co-ordinator to carry out the above.

Governors in liaison with class teachers have the opportunity to observe SRE sessions. The PSHEe Co-ordinator is available to discuss the SRE programme with them informally. She will report formally to the governors annually.

Teachers and pupils will evaluate the lessons to aid future planning.

Monitoring takes place through liaison between the PSHEe Co-ordinator and class teachers. Opportunities for the PSHEe Co-ordinator to observe SRE teaching are in place.

Specific issues and language to use

We recognise that some aspects of SRE for teachers, pupils, parents and the wider school community may be considered sensitive or challenging. We respect the varied beliefs and values held by our school community, however, personal beliefs and attitudes will not influence the teaching of SRE. Teachers and all those contributing to SRE are expected to work within our agreed values framework as described in this policy and supported by current legislation and guidelines.

Pupils may ask questions or seek information about specific issues. It is school policy to address these questions and provide information in a straightforward, age and maturity appropriate way. The school nurse may be used to support this process. In this way, pupils will be offered reassurance and will have misinformation corrected.

Confidentiality and child protection

Pupils in our school will be constantly reminded of the benefits of confidentiality. Pupils will also be told, in age and maturity appropriate language that teachers can keep confidentiality except when the teacher is concerned about their safety or that of another child. When appropriate, pupils will be informed of sources of confidential help such as the school nurse (in a one-to-one setting) and Childline.

Question boxes will be set up in the classroom, specifically for SRE, and will serve as a place to ask confidential questions.

Teachers and support staff are aware that teaching SRE can lead to pupil disclosures of abuse. All staff and visitors involved in the delivery of SRE are also clear that they cannot offer or give unconditional confidentiality to children in the school. Staff are also aware of school child protection procedures, local guidance and the DCSF latest Child Protection circular and that there is a nominated person to turn to with concerns. Staff will reassure pupils that, if confidentiality has to be broken, they will be informed first and supported.



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Liaison with parents and carers

Our school would like to share responsibility with parents and carers in the delivery of SRE. We are confident that good communication and sharing our philosophy, aims and purpose of SRE will enable parents/carers to support our SRE programme.

We will invite parents' views when drawing up and reviewing the policy, programme and resources used. This may be in different ways such as parent's meetings, via newsletters or individual discussion with the head teacher, PSHE Co-ordinator or class teacher. We will also do our best to support parents in talking to their children about SRE.

Parents and carers have the right to withdraw their children from all or part of the SRE provided at school **except** for those parts included in the statutory Science National Curriculum. Those who wish to exercise this right should talk with the class teacher or the PSHE Co-ordinator or the head teacher. The issue of withdrawal will be handled, as sensitively as possible and alternative arrangements will be made for any child withdrawn from this aspect of the curriculum.