



SEX & RELATIONSHIPS POLICY

Date of Policy Reviewed : July 2018

Review date : July 2020

Signed :

Louise Clark

Chair of Governors

The purpose of this policy document

This policy document, along with a scheme of work, provides a framework for action for SRE at St. Peter's School.

The policy is a working document that states why our school believes SRE is important and outlines how it is taught in our school.

1. SRE - A Definition

SRE at Key stages 1 and 2 in England is the framework for sex and relationship education.

The school's SRE policy is based on the DfE guidance document Sex and Relationship Education Guidance. In this document, sex education 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.'*¹

Sex education is part of both the PSHE and science 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. This policy is applied in line with our Child Protection Policy and the SRE policy guidance for Church of England schools.

'Sex and Relationship Guidance' DfEE July 2000

2. The Aims of SRE

SRE has three main elements: attitudes and values; personal and social skills; and, knowledge and understanding. These link very closely with the rest of the PSHE curriculum. SRE involves:

- Giving information and knowledge
- Challenging beliefs
- Forming positive attitudes and values
- Developing sexual identity
- Promoting the necessary skills for effective communication, loving caring and happy relationships and positive behaviour.

These can only be achieved as a developmental process beginning in the Foundation stage at an appropriate level and progressing through childhood. SRE must be an integral part of the curriculum entitlement for all children.

3. Objectives

Through SRE we teach children about:

- the physical development of their bodies as they grow into adults and the emotional changes that can occur;
- the way humans reproduce;
- developing self-awareness and respect for their own bodies;
- the importance of sexual activity as part of a committed, long-term and loving relationship;
- the nature of marriage and stable relationships and its importance to family life;
- exploring related values, attitudes and moral questions and respecting the views of other people;
- understanding their responsibilities within personal relationship issues;
- developing communication and decision making skills.

4. Context

We teach SRE in the context of the school's aims and the Teaching and Learning Policy. As a Church school, the policy for SRE, reflects the Christian ethos of the school. This means that SRE will reflect the Christian beliefs, values and attitudes of the school community.

In particular, we teach SRE in the belief that:

- SRE should be taught in the context of learning the value of family life, marriage and stable loving relationships for the nurture of children;
- SRE 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 their actions;
- it is important to build positive relationships with others, involving trust and respect.

5. Teaching and Learning

We teach SRE through different areas of the curriculum and aim to teach SRE with due regard for the emotional development of the children. The majority of SRE is taught in our PSHE curriculum. Some areas are taught through other subjects (for example Science and PE), where we feel they contribute significantly to a child's knowledge and understanding of his or her own body.

At St. Peter's, SRE is embedded in the curriculum from Early Years Foundation Stage through KS1 and KS2.

We use a variety of resource material including the 'Living and Growing' scheme as a basis for teaching SRE. The majority of units are taught in years 2, 4, 5 and 6. There is also liaison with the local health authority and feeder secondary school on suitable teaching materials to use with the children in

these lessons.

Generally SRE will be taught as a whole class. There will be opportunities for group work and discussions within Circle time. In KS2 boys and girls may be separated to tackle specific issues but the curriculum coverage will be the same.

Parents are informed about SRE through 'Welcome evenings' and class newsletters. In Years 4,5 and 6 they are also sent a letter regarding when their children will be taught SRE as part of the curriculum. Opportunities to discuss this further and view materials are encouraged: in Keystage 2 a meeting is held to discuss particular programmes used within lessons, to explain what the issues are and how they are taught, and to see the materials we use when teaching.

The school will also be responsive to issues and concerns that arise from pupils on a day to day basis. If appropriate, parents will be informed about such issues that have arisen.

6. The Role of Adults

Teachers

Teachers will be responsible for implementing the SRE programme for their classes. Teachers will help children develop confidence in talking, listening and thinking about sex and relationships.

Teachers conduct SRE lessons in a sensitive manner and in confidence but cannot offer pupils unconditional confidentiality. If a child makes 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. Further action required can be found in the Safeguarding and Child Protection Policy.

Cooperation and communication between parents/carers and the teachers is an essential criteria for the successful delivery of the SRE curriculum. To promote this we:

- support parents in teaching their children about SRE;
- inform parents about the school's policy and practice including topics planned to be covered;
- answer any questions that parents may have about the SR education of their child;
- take seriously any issues that parents raise with teachers or governors about this policy;
- inform parents about the best practice known so that the teaching in school supports the key messages that parents and carers give to children at home.

Subject Leader

The subject leader will:

- Organise and carry out an annual review of the school policy for SRE.
- Organise and maintain a selection of resources to support the curriculum.

- Attend and participate in year 4/5/6 parent information evenings.
- Attend, by agreement with the Head teacher, any relevant courses concerned with SRE and disseminate, as appropriate, information to colleagues.
- Advise colleagues and work to develop their confidence in the teaching of SRE as required.
- Ensure that staff development for SRE is available as appropriate.
- Ensure that both staff and parents are informed about our SRE policy.
- Monitor standards of achievement across the school and ensure the policy is implemented effectively.
- When necessary liaise with external agencies and other schools in the locality regarding the SRE programme.

Parents/Carers

The school is aware that the primary role in children's SRE lies with parents and carers.

'Schools should always work in partnership with parents. Parents need to know that the school's SRE programme will compliment and support their role.'

We wish to build a positive and supporting relationship with the parents and carers of children at our school through mutual understanding, trust and cooperation. In promoting this objective, parents and carers should be aware of the school's SRE policy and practice, therefore enabling them to support the teachers in teaching their children about SRE.

Parents/carers have the right to withdraw their child from all or part of the planned SRE programme apart from those aspects taught as part of the National Curriculum for Science.

Respecting beliefs about marriage C4M 2013

If a parent wishes their child to be withdrawn, they should discuss this with the head teacher and make it clear which aspects of the programme they do not wish their child to participate in.

Other members of the community

Other members of the community may work with us to provide advice and support to the children with regard to SRE. In particular, members of the Local Health Authority, such as the school nurse, give valuable support to the programme. Other people that may be called upon include local clergy, social workers and youth workers.

7. Monitoring

The subject leader is responsible for monitoring SRE. The curriculum for SRE is reviewed regularly at staff meetings and resources and materials monitored and evaluated. The policy is reviewed on a bi annual basis by the Governing Body.

8. Resources

SRE is delivered through the a range of resource materials including 'Living and 'Growing' resource material (Channel 4), Hamilton Trust lesson plans, DFE non statutory guidance for SRE, Respecting beliefs about marriage- a guide for schools and teachers and 'All About Life' (Lesley de Meza and Stephen de Silva).

9. Links to other Policies

- PSHE
- Teaching and Learning
- Science
- PE
- Safeguarding and Child Protection
- RE
- Sex and Relationships Education (SRE) Policy Guidance for Church of England Schools