



'Learn to love and love to learn; in God's love each one will shine'

St. Andrew's Church of England (V.C.) Primary School
Sex and Relationship Education Policy

Rationale:

At St. Andrew's Primary School it is our vision for every child in our school to have

- * positive self-esteem through inner confidence and strength
- * creativity of thought within a life-long passion for learning
- * excellence, high personal achievement and the experience of success
- * a set of values by which to live
- * an enjoyment of childhood

.... All developed within a caring Christian environment.

At St. Andrew's we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve these through the removal of barriers to learning and participation. We want all our children to know and to feel that they are valued as individuals and as integral parts of our school community.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

At St Andrew's School SRE is underpinned by the ethos and values of our school and we uphold it as an entitlement for all our pupils. We believe that a Church school should positively set standards of behaviour and morality which are informed by Christ's teaching and not merely accept or reflect existing social and moral standards. The pupils will be encouraged to have due regard to moral considerations and the value of 'family' life. We recognise the need to work as a whole school community to ensure a shared understanding of SRE and the values under-pinning it and to deliver an effective programme that meets the needs of our pupils and taking into account other faiths, abilities and backgrounds.

Status: Statutory

Purpose

One of our key aims, at St. Andrew's, is that each of our children will develop the necessary skills and knowledge to help them make informed decisions in their life and that the relationships they form with others are loving, meaningful, consensual and safe. Such decisions about how they relate to others can only be made if they have the appropriate knowledge and understanding of their own physical and emotional development. As a school, we work in close partnership with the parents and carers of all our pupils to ensure that the teaching of Sex and Relationship Education (SRE) reflects their expectations and complements the teaching of this all important topic at home.

As a school we aim to:

- teach SRE across the school, appropriate to the age-group of the children, in enough detail to ensure understanding and to help them make informed choices in their later life.
- teach the pupils, in Years 5 & 6, the changes their bodies will make as they mature into adults.
- teach the nature of human reproduction, in the context of a stable, loving and consenting adult relationship.
- teach the children how to stay safe and what to do if they experience difficulties.

- prepare our children for the opportunities, responsibilities and experiences of adult life, exploring their attitudes and values.
- teach the children to adopt a healthy lifestyle, as part of our Healthy Schools' agenda.
- teach SRE as an integral part of our curriculum (primarily in Science and PSHE) and as such fully underpinned by the Christian Values that we promote throughout school life.

Our definition of SRE Education

SRE Education is defined as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

The aim of SRE is to equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships, and to take responsibility for their sexual health and well-being.

It will include:

physical development, for example how our reproductive systems work,
emotions e.g. like how to manage feelings, and
 the **social** side of it, such as positive and negative influences from friends.

The 1996 Education Act consolidates all relevant previous legislation and states that all primary schools must provide an up to date policy that describes the content and organisation of SRE. This will be within and around the curriculum. The DfCSF Sex and Relationship Education Guidance [2000] and Hertfordshire Sex and Relationship Education Guidance (2000) with revised guidelines [2004] support this legislation and the making of this policy. Further supporting documents referenced in this policy are listed at the end.

Our school will use the above documents as its guidance. They

- promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society;
- prepare pupils for the opportunities, responsibilities and experiences of adult life.

Within this policy, the attitudes and values will include

- recognition of the understanding of the value of family life, marriage and stable and loving relationships which nurture both children and adults.
- respect for oneself and others, loving and being loved and caring for oneself and others.
- exploring, considering and understanding moral dilemmas.
- development of critical thinking and emotional literacy skills to ensure a safe and happy future within secure relationships.
- responsibility for their own actions as well as for their role within their family, friends, school and wider community.

Relationship to other policies

SRE forms an integral part of our curriculum policy and our schemes of work for Science and Personal, Social and Health Education (PSHE). It also forms part of our on-going Healthy Schools' provision.

This policy should be read in conjunction with other safeguarding policies: Anti-Bullying, E-safety, Child Protection, Drugs Education, Science and PSHE policies.

Equal Opportunities Statement

The Equality Act 2010 covers the way the curriculum is delivered, as schools must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive SRE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect.

Our school is committed to the provision of SRE to all of its pupils. Our programme enables us to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups of learners however there may be occasions where pupils with DSEN are given extra support from teachers and DSEN staff to help secure their understanding.

Partnership with Parents

At St. Andrew's we work in close partnership with all our parents and carers. In light of this, we consult our parents (annually) on how we deliver SRE to their children and actively invite them to view the

teaching materials used and to comment on the appropriateness of these. We adapt our approach to teaching this subject in light of comments made.

In Year 5 the School Nurse (or class teacher) will teach the children about bodily changes caused by puberty, the reasons for them and the particular importance of personal hygiene at this time. Parents are informed that this will take place and encouraged to talk to their children about it at home.

In Year 6 SRE teaching will focus upon the human reproductive system (including lessons about relationships and responsibilities) portrayed within the context of a secure and loving relationship. Boys and girls are taught separately. Prior to the sequence of lessons, parents of the children in Year 6, are invited by letter to attend our annual meeting for parents. For those who are not able to attend the meeting, they can arrange to meet the child's class teacher at a more suitable time in order to view the materials used to teach SRE either at school or, if they prefer, in the privacy of their own home. Teachers are always available to answer questions raised by parents and any concerns raised are discussed at a Senior Leadership level to ensure the teaching of this subject compliments parents' expectations but also continues to meet statutory guidelines.

All parents and carers have the right to withdraw their child(ren) from all or part of SRE lessons provided (except when it is taught as part of the Science National Curriculum), although they are discouraged from doing so. Those wanting to exercise this right are invited to see the Head teacher, who will explore their concerns, discuss any impact withdrawal may have on the child, thus enabling them to make a fully informed decision.

Policy Dissemination:

It is a statutory expectation that the SRE Policy is available to parents.

- A copy of our SRE policy is available for all parents and can be located on our school's website (www.standrews323.herts.sch.uk).
- Alternatively a hard copy of this policy can be provided, free of charge, to parents/carers who request a copy. Parents/carers are also given an informative leaflet to support them in discussing this subject with their children.
- The SRE Curriculum is published on the school website as part of our curriculum planning

Organisation of SRE

All state-funded schools must have 'due regard' to the Secretary of State's guidance on SRE (DfEE, 2000) which states that:

- 'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes'
- Children should learn 'how a baby is conceived and born' before they leave primary school'

Overview:

SRE needs to start early in primary school so that children learn about their bodies, can recognise if other people make them feel uncomfortable or unsafe and can report abuse and get help. Lots of children start puberty before they leave primary school so it is important that all pupils know what to expect before it happens.

It is good to have some SRE in every year of primary school as it helps pupils to learn progressively as they mature and revisit the subject on a regular basis, to reinforce learning and provide opportunities to ask further questions.

Age 3–6: At this age children are interested in the differences between boys and girls, naming body parts, where babies come from, and friends and family. What areas of the body are private and should not be touched and who they can talk to if they are worried are also important.

Age 7–8: At this age children are interested in the emotional and physical changes of growing up, similarities and differences between each other and between boys and girls, coping with strong emotions and how babies are made from eggs and sperm. How to look after our bodies and how to be safe and healthy are also important.

Age 9–10: At this age children are interested in knowing about love and the different kinds of families and will be more aware of different types of partnerships and relationships. Gender stereotypes and homophobia can be explained and challenged. They will be curious about puberty and sexual feelings and changing body image. They will want more details about conception, how babies develop and are born and why families are important for having babies.

They will also want to know who they can talk to if they want help or advice and information about growing up and personal safety including online.

The SRE programme includes elements of the statutory new **Science** curriculum (2014), which is mandatory for all pupils. Parents / carers are not able to withdraw their children from National Curriculum Science.

National Curriculum Science 2014

Key Stage 1:

Animals including humans

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Year 1 science includes pupils being taught to 'identify, name, draw and label the basic parts of the human body'. Although not mentioned specifically, it is important that pupils are taught the names of the external genitalia and know the differences between boys and girls. This is vital for safeguarding so that a child has language to describe the private parts of their body and to seek help if they are abused. Ofsted has stressed the importance of teaching correct names for sexual parts of the body.

Key Stage 2:

Animals including humans

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.
- Pupils should draw a timeline to indicate stages in the growth and development of humans.
- They should learn about the changes experienced in puberty. (Year 5)

The programmes of study are set out year by year, but content may be introduced earlier if relevant to the pupils' needs.

SRE is also taught through the **PSHE Programme of Study: (Key Stages 1 – 4) October 2014**

Notes and Guidance: Core Theme 1: Health and Well-being and Core Theme 2: Relationships.

(See Appendix)

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

It is also taught through Personal, Social, **Emotional and Physical development** (PSED) in the EYFS.

Foundation Stage: SRE

Pupils are taught:

PSED

Making Relationships

- They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children

Self-confidence and self-awareness

- They are confident to speak in a familiar group...
- They say when they do or don't need help

Managing feelings and behaviour

- Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situation, and take changes of routine in their stride.

Each teacher plans for SRE lessons according to the age of their pupils and relates this, where possible, to the topics being studied in class. Sometimes this topic is taught as a 'stand alone' unit. This is achieved through planned lessons, as well as through wider learning opportunities across the school such as assemblies and visits from outside agencies (i.e. from the health visitor or school nurse).

Teaching Strategies

At St. Andrew's we teach SRE in the context of loving, stable relationships, using a variety of information and different learning strategies to enable our pupils to feel confident in sharing their ideas and expressing their feelings.

We provide an interactive learning environment which motivates and engages all groups of learners, enabling them to gain important information and knowledge about this topic. We allow time for reflection in each session and encourage the children to use the confidential question box (e.g. 'ask-it basket') to write down questions for teachers to answer in future lessons (if appropriate) of things they want to know the answer to but are not yet confident in asking out loud. All sessions have clear aims and learning outcomes and follow the agreed syllabus referred to above.

Staff are aware that views around SRE related issues are varied. However while personal views are respected, all SRE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to make their own, informed opinions but also respect others that may differ to their own.

Similarly, sometimes a child will ask an explicit or difficult question. Questions do not have to be answered directly, and can be addressed individually later. They are answered according to the age and maturity of the pupils concerned. Through SRE we aim to deal honestly and sensitively with personal concerns arising from pupils' self-awareness and experience of sexual behaviours in the world around them. These may include those encountered through on-line technology, social networking sites and web pages accessed on the internet – although we are consistently aware of and promote the legalities of internet use. We discuss with the children how to stay safe on-line and the dangers mobile technology presents our society with (see our E-safety and Anti-bullying policies for more information). We also answer questions that arise about different sexual orientations and relationships within the confines of the SRE guidance (2000) and Education Act (1996). Questions that are beyond the brief of these acts are referred back to parents.

Confidentiality and Child Protection

All members of staff, including external visitors who work with our pupils on the subject of SRE, are given a copy of this policy. When applicable, the Headteacher has a discussion with any external staff before they work with the children. This ensures that they are familiar with our policy for SRE and Child Protection as well as the school's expectations of them. It also provides an opportunity for them to ask questions and to clarify their understanding.

During all SRE lessons, we make it clear to our pupils what our procedures are in regards to confidentiality of these lessons. It is stated that anything discussed in the classroom remains in the classroom and only if something concerns an individual (including a member of staff) should it be discussed, confidentially, with a member of staff. If necessary, such concerns are recorded formally and reported to the DSP, who will take the appropriate action (see the Child Protection Policy for more information).

All members of staff who are required to teach/support SRE receive appropriate external and in-house CPD. They are supported well by the Headteacher and Deputy to ensure the effective coverage and delivery of this subject.

Evaluation and Assessment

Evaluation and assessment (including self-assessment) form an integral part of SRE to ensure that the coverage remains broad, balanced, relevant and pertinent to the needs of all our pupils. Elements of SRE in the Science Curriculum are formally assessed as part of summative assessments. Whereas, more informal evaluations, including those made by the children through pupil voice surveys and questionnaires, are also built into the programme of study to ensure that what we teach continues to reflect the needs of all our groups of learners. In addition to this, teachers make their own personal evaluation of each session by annotating their lesson plans.

Roles and responsibilities

As a school, we have agreed...

The **Governing Body** will:

- seek the advice of the Headteacher on this policy, keep it up to date, and make it available to parents;
- monitor the materials and approach used in the teaching of this subject and report any concerns to the Headteacher;
- ensure that sex education is provided in a way that encourages pupils to consider morals, the value of family life, and the importance of secure and stable relationships.

The **Headteacher** will ensure that:

- the Governing Body is advised about the nature and organisation of sex and relationships education and how it reflects the aims and values of the school;
- Sex and Relationship education is provided in a way that encourages pupils to consider morals, the value of family life and the importance of secure and stable relationships;
- pupils are protected from inappropriate teaching materials;
- a scheme of work is agreed and implemented;
- staff receive appropriate training;
- parents are informed about the programme for sex education during the year
- when a new policy is developed, parents are consulted so that it reflects the parents' wishes as well as the culture and community that the school serves.

Staff who teach Sex and Relationships Education are expected to:

- provide SRE in accordance with this policy and in a way which encourages pupils to consider morals and the value of family life;
- participate in training to provide Sex and Relationship Education in line with the school Curriculum Policy;
- implement the agreed scheme of work;
- draw to the attention of the Headteacher any materials which they consider to be inappropriate;
- respond appropriately to those pupils whose parents wish them to be withdrawn from Sex Education.

Arrangements for monitoring and evaluation

The Headteacher provides an annual report on the implementation of the scheme of work once each year in SIMCE sub-committee meeting, together with a record of parental and pupil complaints, number of parents and pupils who attend the SRE evenings, the number of pupils withdrawn from lessons, and the number of teachers and other staff involved in training. This is based on lesson observations made by the Headteacher and Subject Leader for PSHE and the planning scrutinised by the Head and Deputy, including the outcomes of pupil voice surveys. Lessons on sex and relationships education are observed as part of the normal programme of how we monitor teaching.

Consulted

Staff and Governors were consulted about this policy and the contents of the schemes of work. The above policy has been agreed to and has been fully implemented.

Policy 'overseen and approved' by: Governors' School Improvement Curriculum and Ethos Sub-Committee

Policy written: September 2012

Reviewed and adapted: September 2015

To be reviewed: September 2018

References:

- Good Example SRE Policy from Hertfordshire PSHCE Advisers
- St. Andrew's SRE Policy (2012)
- Practice Guidance for the EYFS (DFES 2007)
- Sex and Relationships Education Guidance to Schools (DFE 2000 & DCSF 2010)
- DfE Government Response Document: Life Lessons, PSHE and SRE in Schools (July 2015)
- Equality Act (2010)
- SRE Policy Guidance – Sex Education Forum – 2014
- PSHE Association Programme of Study – October 2014