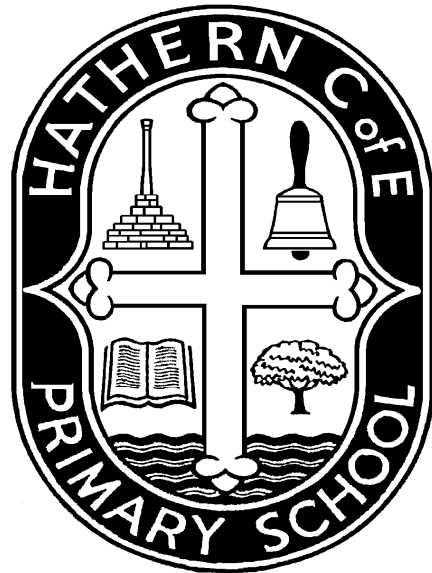


Hathern Church of England
Primary School



Sex and Relationships
Education (SRE) Policy

At Hathern Church of England Primary School, we believe in
‘Learning and Caring Together’

This policy will be reviewed every 2 years (in accordance with School Policy Review Schedule), or when DfE/LA legislation requires, or Guidance from the Church of England is updated or when requested by staff, governors or parents.

Policy update Autumn 2017: HT _____

Autumn 2017: Govs _____

Sex and Relationships Education Policy (SRE)

All schools must have an up to date SRE policy which is made available for inspection and to parents. The policy must:

- *Define sex and relationship education;*
- *Describe how sex and relationship education is provided and who is responsible for providing it;*
- *Say how sex and relationship education is monitored and evaluated;*
- *Include information about parents' right to withdrawal; and*
- *Be reviewed regularly.*

Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health.

Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age.

Moral and Values Framework

Sex and relationship education will reflect the values of the PSHE and Citizenship programme. SRE will be taught in the context of relationships, either directly alongside PSHE, within the Science Curriculum or as a 'standalone' unit.

Guidance from the Church of England (Valuing all God's Children, May 2014) states that as a Church school, *we should emphasise an inclusivity that welcomes all, and reveres and respects all members of the diverse community as individuals who are known and loved by God.* Our purpose at Hathern CE therefore, is to not only educate, but also to protect pupils from having their self-worth diminished and their ability to achieve be impeded by being bullied because of their perceived/actual sexual orientation.

In addition SRE will promote self-esteem and emotional health and well being and help our pupils form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

Aims and Objectives for Sex and Relationship Education

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

The teaching programme for Sex and Relationship Education

Teaching about sex and relationships is generally best provided as part of an integrated programme of Personal, Social, Health, Education. This programme is relevant to the needs and experiences of all pupils, is flexible and develops as pupils grow older. The programme is developed within a positive climate in which pupils and adults feel able to talk openly and honestly.

SRE will be taught throughout the school from the Foundation Stage to Year 6. In the Foundation Stage and Key Stage 1 this will be through class topic work and PSHE lessons. In Key Stage 2 SRE will be taught through our science scheme of work as well as in PSHE lessons. The children will normally be taught in mixed sex groups, although they will be given opportunities to discuss issues and worries in single sex groups in Years 5 and 6.

Such a programme can successfully follow the outline given below:

Foundation

Children learn about the concept of male and female and about young animals. In on-going PSHE work, they develop skills to form friendships and think about relationships with others.

Key Stage 1

Through work in science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and Citizenship 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.

Key Stage 2

In science children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby.

Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene.

In RE and Citizenship, 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.

The organisation of Sex and Relationship Education

SRE is delivered through Science and PSHE. SRE is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as the school nurse. A range of teaching methods which involve children's full participation are used to teach SRE. These include use of video/DVD, discussion, looking at case studies, drama and role play.

SRE is usually delivered in mixed gender groups however, there may be occasions where single gender groups are more appropriate and relevant. Resources to teach sex and relationship education include fiction, reference books, leaflets and extracts from videos.

Specific Issues

Parental consultation

The school includes information on SRE in the school prospectus and full details are available on request. Parents in Year 6 are invited each year to review materials used (specifically Year 6 due to the nature of the Y6 programme).

Parents have the right to withdraw their children from those aspects of SRE, not included in the National Curriculum (Science), and if so, alternative work would be set. However this rarely happens, as by working in partnership with parents we find that the importance of this aspect of their child's education is clearly recognised and understood.

Child Protection (Safeguarding)/Confidentiality

Teachers need to be aware that effective SRE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member will inform the Headteacher /Designated Safeguarding Lead (DSL) for Child Protection in line with the school policy and LA procedures for child protection.

A member of staff cannot promise confidentiality if concerns exist.

Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions.

At the beginning of the programme of work, the children in the class should develop a working agreement. It should be worded in child friendly language and agreed by all present. These guidelines should be referred to at the beginning of each lesson and will need to be reviewed and revised if and when necessary.

Example of a working agreement

- **To be kind to one another**
- **Not to laugh at each other**
- **To listen to each other**
- **Not to interrupt when someone is speaking**
- **To respect other people's views**
- **Not use disrespectful language regarding gender, (sexual) orientation or belief**

No personal questions are answered – nor should they be asked. Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs; this may be through consultation with colleagues or parents.

No teacher will ever speak to a pupil one-to-one regarding SRE unless a child initiates a disclosure.

Staff delivering SRE should make clear that the use of disrespectful language (or related behaviour), whether sexist, homophobic or transphobic, when discussing sexual identity is not acceptable and has no justification based on the Christian faith or the teachings of the Bible. Any incidents should be challenged and explored through relevant themes in Collective Worship or PSHE sessions.

Use of visitors

Visitors should complement but never substitute or replace planned provision. It is the subject leader and teacher's responsibility to plan the curriculum and lessons, although there may be liaison necessary with the Science manager. When appropriate, visitors such as the school nurse may be involved in the delivery of SRE, particularly in Key Stage 2.

Children with special needs (SEND)

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 SRE.

Monitoring and Evaluation

SRE is monitored by the Science and the senior leaders as part of scheduled Monitoring and Evaluation (M&E) practices. As a result of this process changes will be made to the SRE scheme of

work, as appropriate. The SRE Policy will be reviewed as part of the school's Policy Review Schedule, or when requested by parents/staff/governors or to incorporate CoE guidance or when DFE/LA legislation require changes to be made.

The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents. Change will be implemented if required.