

**This policy should be read and understood in conjunction with the following documents:**

- Child Protection Policy (A2)
- Single Equality Policy (A11)
- Online Safety Policy
- Sex and Relationship Education Guidance (2000)

### **Principles**

- This policy has been devised by the staff and governors (and in consultation with children and parents) with due regard to the relevant documents. The Sex and Relationship Education (SRE) Guidance published in 2000 emphasises the need for effective SRE which is firmly rooted within the Personal, Social, Health and Education (PSHEE) frameworks and is supported by the National Healthy School Standard (NHSS).
- Sex and relationships education is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, attitudes and values.
- The SRE Guidance (2000) is supported in legislation by the Learning and Skills Act (2000). This requires that in the context of SRE:
  - o young people learn about the nature of marriage and its importance for family life and the bringing up of children; and
  - o young people are protected from teaching materials which are inappropriate having regard to the age and religious and cultural background of the pupils concerned.
- The sex education elements contained in the National Curriculum Science orders are mandatory for all pupils of primary and secondary age. Sex and Relationships Education as provided in the PSHEE curriculum is complementary to and distinct from the Science Curriculum. Parents/carers have the right to withdraw their children from all or part of the sex and relationship education that is provided at the school except for those parts included in the statutory National Curriculum.

### **Philosophy**

- Children need to know the facts about sexuality, relationships, the human reproductive system and the changes that they can expect to experience during puberty. It is as relevant for girls to know about changes in boys, as it is for boys to know about changes in girls. Sex education should relate not only to biological fact, but also to the moral, legal, cultural and ethical dimensions, including the value of family life. Teaching of SRE needs to be sensitive so as not to stigmatise children on the basis of other home circumstances.
- It should seek to engender in children positive self-esteem and respect for others, so as to facilitate their ability to form good personal relationships and make informed choices as well as preparing them for the opportunities, responsibilities and experiences of adult life. Sex Education should be part of a broad and balanced health education programme and have due regard to the requirements for PSHE as outlined in the national curriculum.

### **Aims**

**To prepare pupils to cope with the physical and emotional challenges of growing up and to give them an elementary understanding of human reproduction.**

SRE will also contribute to the foundation of the PSHE curriculum by ensuring that all children:

- develop confidence in talking, listening and thinking about feelings and relationships;
- develop their self-esteem and sense of responsibility;
- are able to name parts of the body and describe how their bodies work;
- can protect themselves and ask for help and support; and
- are prepared for puberty.

### **Content and organisation**

**CHRIST CHURCH CE (VC) PRIMARY SCHOOL  
SEX & RELATIONSHIP EDUCATION POLICY  
POLICY NUMBER: B4**

**Ratified on 03/10/16  
Review date: 03/10/18**

- ~~The person responsible for SRE is the PSHEE Subject leader and the Child and family Support Worker. The content in year groups is carefully matched to the maturity and needs of the pupils.~~
- SRE is taught as an integral part of the curriculum, ensuring that it is not isolated, taken out of context or over-emphasised. It is specifically taught as part of Science topics in Years 1, 3, 5 and 6 (as detailed below) as well as being addressed through the PSHEE curriculum:

<i>YEAR GROUP</i>	<i>CURRICULUM CONTENT</i>
Year 1	Ourselves
Year 3	What living things need to do to be alive (including reproduce)
Year 5	Puberty and the changes that take place both in girls and boys.
Year 6	Puberty revisited and human sexuality and reproduction introduced. It is felt that this second opportunity to discuss issues surrounding puberty gives the children an opportunity to raise questions that might have arisen in the intervening year, as well as to remind them of, and reinforce the facts that they were taught in year 5.

- Boys and girls are taught together in Years 5 and 6 but are separated for a session at the end of the unit to enable them to have more in more depth discussions about menstruation and any other issues that they might raise. Bearing in mind the sensitivity of many of the issues, ground rules will be set before any class discussions take place. (Appendix A – Teaching Strategies for Sex and Relationship Education)
- All children should receive information on all aspects of puberty, including menstruation, sexual equality and gender issues. Questions about contraception, HIV and Aids are expected to arise and will be dealt with in the context of long-term loving relationships between adults.
- Teachers need to be aware of and sensitive to the racial, ethnic and cultural backgrounds of those children they are teaching as there may be cultural differences which should be taken into consideration when planning the lesson content.
- Mainstream schools have a duty to ensure that children with special education needs and learning difficulties are properly included in sex and relationship education. Sex and relationship education should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives. Some children will be more vulnerable to abuse and exploitation than their peers and others may be confused about what is acceptable public behaviour. These children will need help to develop skills to reduce the risks of being abused and exploited and to learn what sorts of behaviour are, and are not, acceptable. Any specific needs of SEN children will be taken into consideration and discussed with parents as necessary.
- Through e-safety and PSHEE lessons pupils will be taught about how to be safe online, particularly when sharing images of themselves with reference to appropriate ways to do this. i.e sexting is not appropriate.

**Resources**

- Appropriate resources have been selected and are continually under review, with any new resources included in this review process. These resources:
  - conform to the legal requirements for SRE;
  - are age appropriate;
  - avoid racism, sexism, gender and homophobic stereotyping;
  - are factually correct; and
  - encourage active and participatory learning methods.
- Prior to the formal delivery of SRE, parents will be invited into the school to view the materials that will be used and discuss their use and the content of the lessons with the class teachers and the SRE coordinator.

**Policy review**

- ~~The SRE policy will be reviewed every two years and materials will be constantly monitored and updated as appropriate. Following the teaching of SRE to year 5 and 6 children, views of the children will be sought to establish their responses to the lessons and to seek recommendations for improvement. This will occur every other year. The views of parents will also be sought as part of the two yearly review process, as well as being discussed at meetings with parents prior to the teaching of SRE.~~

### **Confidentiality**

- Teachers may be party to sensitive information about pupils, some of which may relate to illegal activity. All staff need to be clear about the rules of confidentiality and reporting and that teachers should not offer pupils unconditional confidentiality.
- Staff involved in the teaching of SRE should:
  - ensure that they are familiar with the school's Child Protection Policy;
  - understand that in the case of illegal activity, action should be taken in the best interests of the child. This does not necessarily involve informing the police in every instance. Any information should be passed on to the Head Teacher or Designated Child Protection Teacher who will then decide what course of action to take;
  - be aware that they are not obliged to pass on information about pupils to their parents;
  - encourage any child they believe to be in moral or physical risk or in breach of the law to seek support from their parents or other agencies as appropriate and that they understand the risks;
  - ensure that visitors to the school are made aware of the school's confidentiality policy and, in the event that they are following different guidelines on confidentiality (e.g. school nurse who is bound by a medical code) pupils are made aware of this.

### **Child withdrawal procedures:**

- Parents have the right to withdraw their children from part or all of the sex and relationships education outside the National Curriculum for Science. Parents wishing to withdraw their child should do the following:
  1. Ask to see a copy of the school's SRE policy and schemes of work.
  2. Ask the school for an appointment to see a member of staff concerning withdrawing their child from SRE.
  3. If they still wish to withdraw their child after that meeting, they will be asked to put their request in writing stating which part of the programme they wish their child to be excluded from.

### **Using outside visitors:**

- The school uses outside visitors to help support the SRE programme. These visitors may include health professionals, social workers, youth workers, theatre groups etc.
- All visitors are made aware of:
  - their purpose and role within the school's programme;
  - the boundaries of their input;
  - the school's SRE policy, guidelines with regard to dealing with issues of confidentiality and the planned SRE programme;
  - the need to plan and agree work with the teacher and identify learning outcomes; and
  - explicit lines of accountability between the visitors and the school.
- Where outside visitors are to be used, parents will be advised in advance both of the visitor and the material that they will be presenting.

### **Staff training:**

- Where identified as a need, staff involved in the delivery of SRE will be given appropriate training. All staff involved in the delivery of SRE must be familiar with the policy and with the supporting document on teaching strategies. Staff should discuss their needs and concerns with SMT, the Child and Family Support worker or the PSHEE subject Leader.