

Policy for Sex and Relationships Education

Introduction

The policy for Sex and Relationships Education has been developed and agreed in consultation with staff, parents and governors at St. Mary's CE VA Primary School. It aims to clarify the teaching of Sex and Relationships Education to all pupils and the teaching of human growth and reproduction as set in the National Curriculum.

The Policy is available from the school office and on the school's website.

Rationale

Sex and Relationships Education is part of the wider PSHE (Personal, Social and Health Education) curriculum at St. MPS. As a Church School Christian values underpin the teaching of Sex and Relationships Education. Through SRE children learn about about physical, moral and emotional development and about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex and sexuality.

Through the SRE curriculum we aim to equip children with the attitudes and values, personal and social skills and knowledge and understanding to prepare them for later life.

Aims:

At St. Mary's CE VA Primary School we believe that effective SRE is vital to the personal and social development of the children. In line with the school's vision of creating caring, curious and courageous learners, we aim to help children prepare for later life by developing an understanding of themselves and others, understanding the importance of maintaining healthy relationships and knowing about how their bodies change as they get older. We believe that SRE begins at a young age and builds to meet the needs of pupils as they grow older. This can positively contribute to fulfilling relationships and positive experiences later in life.

Our SRE curriculum aims to ensure that all pupils:

- Develop confidence in talking, listening and thinking about feelings and relationships, increasing self esteem.
- Develop a sense of mutual respect and care for others
- Are able to name parts of the body and describe how their bodies work
- Are prepared for the changes they will experience during puberty.
- Can protect themselves from risks and ask for help and support
- Understand the nature of marriage and its importance for family life
- Develop positive attitudes to guide their decisions, judgements and behaviours as they grow into adults.
- Behave responsibly towards sex and relationships issues and make informed decisions.

SRE is taught as part of the PSHE curriculum and in the context of Christian and British Values which focus on:

- The rule of law,
- Individual liberty

- Mutual respect and tolerance of others
- Core Christian Values of trust, compassion, respect, friendship, forgiveness etc.

Curriculum Organisation

The SRE curriculum is taught through the PSHE curriculum and science curriculum and the responsibility for the delivery of this lies with the PSHE subject leader.

Aspects of SRE are incorporated into every year group and these include work on relationships, keeping safe and managing risk. To inform our teaching we use the [Living and Growing Resources published by Channel 4](#). This has been recommended by the Gloucestershire County SRE Health and Well being team who have checked the resource for stereotyping, bias and prejudice. This resource is supplemented by the 'Pink' Curriculum which is the agreed Gloucestershire PSHE and safeguarding curriculum.

Reception / Early Years Foundation Stage

Children are taught to:

- understand how they can take responsibility for themselves
- Know how adults look after them
- Recognise personal needs and ask for help.
- Show consideration for living things.
- Value their body, physical achievements and capabilities.
- Describe their own appearance including parts of the body
- Understand basic hygiene routines including toileting and washing.

Key Stage 1 (Year 1 and 2)

Children are taught to:

- Recognise objects as living/non living
- Recognise differences between male and female including external body parts of boys and girls.
- Value their own body and recognise its capabilities and uniqueness
- Know that all living things originate from other living things
- Know that humans produce babies that grow into children and then adults.
- Consider how they have developed and changed since they were born.
- Consider how they will change as they get older.
- Know that a baby grows inside a mother's womb
- Recognise things they can do to help themselves and others.
- To learn about how the body works and ways of looking after it.
- Know how to keep themselves clean.

Year 3 and 4

Children are taught to:

- Understand what a life cycle is and to think about why reproduction is necessary
- Recognise the main external parts of the bodies of humans including scientific names for sexual parts.
- Understand the physical differences between males and females
- Understand some of the physical changes they will have as they get older.
- Understand that a girl will have periods and to recognise the practical implications of this.

- Understand ways they have changed since they were born and to think about things they would like to happen
- Consider the responsibilities that parents have for babies
- Consider their responsibilities and how these have changed and how they will change in future
- Describe what being 'grown up' means
- Understand different types of love
- Know the benefits of carrying out regular personal hygiene routines.
- Consider who is responsible for their personal hygiene now and in the future.

Year 5 and 6

Children will be taught to:

- Know and understand about the physical changes that take place during puberty, why they happen and how they manage them.
- Consider new aspects of personal hygiene relevant to puberty
- Understand that physical change happens at different rates for different people.
- Know about the facts of the human lifecycle including sexual intercourse
- Understand what contraception is and know about some of the forms of contraception
- Recognise changing emotions with friends and family and express their feelings and concerns positively
- Consider the need for trust and love in marriage and established relationships.

In Year 5 and 6 boys and girls are given opportunities to discuss issues in mixed and single sex groups and to ask questions anonymously which are answered, if appropriate, by the class teacher. Teachers use their professional judgement when deciding what is appropriate and inappropriate to be discussed in a whole class setting. Teachers are given training and support in answering questions that are better not dealt with in front of the whole class. Ground rules are clearly established

Parental Involvement

Parental opinion has been sought through inviting comments on a draft version of the policy. Additionally parents are involved in any review of the school's policy in future.

Parents are invited to discuss the content of specific SRE sessions at appropriate times so that they have advanced knowledge of the areas to be covered and can view any DVDs, images or digital resources that will be used. These meetings will provide an opportunity for parents to ask questions and share any concerns about the SRE curriculum.

Parents have the right to withdraw their child from all or any part of the SRE programme with the exception of the parts included in the Science National Curriculum. Parents will be notified in advance of specific SRE sessions being delivered so they may make informed decisions.

Ground Rules and answering questions

At St Mary's VA Primary School an important part of SRE is that children should develop confidence in talking, listening and thinking about feelings and relationships, and reflect on what they are learning. Clear ground rules should be established within the class for both courtesy and confidentiality to encourage children to talk and ask questions openly. These should be negotiated with the pupils to establish a safe and respectful environment for the discussion of issues relating to SRE.

The use of 'slang' language by teachers of SRE is not considered to be appropriate. Teachers and visitors will use appropriate language and pupils will be made aware of this decision.

During sessions, talk may give rise to questions that could be deemed sensitive. At St Mary's VA Primary School we will endeavour to answer questions directly, honestly and without prejudice if it is felt to be appropriate to do so. Answers to 'difficult' questions asked in a whole class situation may be deferred until a more appropriate time, and in some cases parents may be contacted.

Confidentiality

Open discussions are essential to good SRE. However, it must be noted that members of staff cannot offer or guarantee absolute confidentiality to children. It is only in the most exceptional circumstances that school should have to be in the position of having to handle information or disclosures made by children without parental knowledge. Where there is any concern about the nature of a child's disclosures, the head teacher or SENDCo must be immediately informed so that the appropriate course of action can be followed, according to the Child Protection Policy.

Role of the governing body and headteacher

The governing body has responsibility for establishing this policy in consultation with the headteacher and staff of the school.

The headteacher has overall responsibility for the implementation and monitoring of this policy through:

- Liaison with parents, Governing Body (Including the Governor with responsibility for PSHE), the LEA and appropriate outside agencies
- Appointment of a co-ordinator who has day to day responsibility for the implementation of the policy, including the curriculum organisation of sex and relationships education (in this case the PSHE co-ordinator will assume this role)

St Mary's VA Primary School recognises that it is the responsibility of all staff to ensure that the policy is fully implemented.

Monitoring and evaluation of this policy

The effectiveness of this policy will be monitored annually by the PSHE co-ordinator and the Headteacher. The Governing Body will review the policy annually.

This policy should be read in conjunction with: PSHE policy; SEN policy; Teaching and Learning policy; Behaviour policy; Health and Safety policy; Child Protection policy, Equal Opportunities policy; Disability Equality Scheme.