



**GREAT FINBOROUGH
CHURCH PRIMARY**

Sex & Relationships Education Policy

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Great Finborough CEVC Primary

Sex & Relationships Policy

What is Sex and Relationship Education (SRE)?

Sex and Relationships Education is learning about physical, moral and emotional development. Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain stable and loving relationships. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. It also enables young people to make responsible and informed decisions about their health and well-being.

Sex and Relationship Education should not be delivered in isolation. It forms part of the Personal Social Health and Economic Education (PSHE) and Science curriculums. It is about the teaching of: how the human body changes as it moves from childhood to adulthood, sexual development (both emotional and physical), sexuality and sexual health.

Aims and Objectives:

This policy is a working document which provides guidance and information on all aspects of SRE in the school for staff, parents/carers and governors.

The aim of SRE is to provide balanced factual information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health.

Our SRE programme aims to prepare pupils through an age and maturity appropriate curriculum, which will prepare them for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- Have the confidence and self esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- Understand the consequences of their actions and behave responsibly within developing relationships.
- Avoid being pressured into uncomfortable or dangerous situations.
- Communicate effectively by developing appropriate terminology for sex and relationship issues.
- Develop awareness of their sexuality, understand differences and promote equality and diversity.

Moral and Values Framework

The SRE programme at Great Finborough CEVC Primary School reflects the school's Christian values and demonstrates and encourages the following:

- Respect for self.
- Respect for others.
- Responsibility for their own actions.
- Responsibility for their family, friends, schools and wider community.

Equal Opportunities Statement

The school is committed to the provision of SRE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds.

This will be achieved by:

- Generating a trusting, safe atmosphere where questions can be asked and answered openly and without embarrassment when appropriate.
- Making SRE an integral part of our PSHE programme.
- Using circle time and the setting of ground rules to foster trust, security and openness.
- Providing information which is easily understood, relevant and appropriate to the age and maturity of the pupils.
- Delivering the SRE programme by adults with whom the pupils are familiar with or in conjunction with trained health professionals.

Inclusion

Pupils with Special Needs

We will ensure that all pupils receive age appropriate sex and relationship education, and we will offer provision appropriate to the particular needs of all our pupils, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support.

Delivery

SRE should not be delivered in isolation but firmly embedded in all curriculum areas, including PSHE and Science. SRE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of SRE in school.

SRE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science National Curriculum is delivered and, although it is more concerned with the physical aspects of development and reproduction, the importance of relationships is inextricably linked within the delivery of programmes and our school ethos. There are also opportunities for making cross-curricular links more broadly, with English, drama, religious education and history. Cross curricular activities are not a substitute for a planned SRE programme but they can enhance and reinforce learning.

Any PSHE lesson may consider questions or issues that some will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When pupils ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the pupils, the question may be dealt with individually at another time. **Our school nurse works with us to help us deliver age appropriate information in line with Sex and Relationship Education Guidance DfES 2000.**

Coverage

Foundation Stage

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

Key Stage 1

- To know that animals, including humans, feed, move, grow and use their senses and reproduce.
- To recognise and compare the external parts of the bodies of humans.
- To know that humans and animals can produce offspring and these grow into adults.
- To recognise similarities and differences between themselves and others and treat others with sensitivity.
- To identify and share their feelings with one another.
- To recognise safe and unsafe situations and identify someone they are able to talk to and trust.

Key Stage 2

- To know about life processes including nutrition, growth and reproduction.
- To know the main stages of the human life cycle, including the physical changes that take place at puberty, why they happen and how to manage them.
- To learn about personal hygiene.
- To learn how to express their opinions about relationships and bullying and to listen to and support others, including respecting other people's viewpoints and beliefs.
- To learn how to recognise their own worth and identify positive things about themselves.
- To learn how to balance the stresses in life in order to promote their own mental health and wellbeing of others.

Specific Issues within SRE

Withdrawal

Some parents prefer to take the responsibility for aspects of this element of education. Parents/Carers have the right to withdraw their children from all or part of the sex and relationships education provided at school except for those parts included in statutory National Curriculum. Those parents/carers wishing to exercise this right are invited in to see the Head teacher who will explore any concerns and discuss any impact that withdrawal may have on the child.

Safeguarding Children

Pupils should feel confident and secure in exploring issues within the SRE framework and it is important that pupils are reassured that their best interests will be maintained.

It should be made clear to pupils that all adults in school cannot guarantee absolute confidentiality. This should be made clear when forming the class Ground Rules. If through the teaching of SRE a member of staff has concerns about the welfare of a child then these must be reported in accordance with the school's Safeguarding Policy.

How will SRE be monitored and evaluated?

- The elements of SRE that form part of the science curriculum must be assessed in accordance with the requirements of the National Curriculum. The learning from the other elements of SRE should be assessed as part of the overall PSHE education provision.
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.
- It will be evaluated through teacher reflections and evaluations.
- Information from staff, survey results and quantitative data will feed into the review of the SRE policy to ensure effectiveness and relevance.
- The policy will be monitored by the head teacher and the governors.
- The policy will be reviewed annually unless there is new legislation or guidance from the government.

Related Documents

PSHE Policy, Anti Bullying Policy, Safeguarding Policy, Drugs Education Policy.

Ground rules

Before any lesson where issues of a sensitive nature are to be discussed, ground rules must be set, particularly in Sex and Relationships Education lessons. Children can help provide ideas for their ground rules, but some rules must come from teacher input. Below is what teachers will share with the children.

- We will not ask each other personal questions.
- If we are talking about people we know, we always say “I know somebody who...” We do not refer to people by name.
- We do not laugh at each others’ questions.
- We listen carefully to each others’ comments.
- If we are feeling uncomfortable/ embarrassed we will try to control our behaviour in an appropriate way.
- If our behaviour interrupts the lesson the behaviour policy will be followed.

The first two statements emphasise the need for privacy/ confidentiality. This is not saying that secrets will be kept, just that these rules are in place to help everyone feel comfortable.