



**Sex and Relations Education Policy (SRE)
St Luke and St Philip's Primary School
A Church of England Academy**

MISSION STATEMENT

'The family of St Luke and St Philip's will ensure excellence is encouraged, minds are opened, diversity is embraced, respect is expected and talents are nurtured under the umbrella of God's love.'

ETHOS

Our school provides grounding in the Christian Faith for all its children with emphasis on collective worship as part of its daily life. Our Christian values of trust, truth, love peace and thankfulness are built into the ethos and teaching of our school with the support of all Governors and staff for its Christian foundation. We also seek to encourage an understanding and respect for other world faiths.

DOCUMENT PURPOSE

This policy reflects the values, philosophy and Mission Statement of St. Luke and St Philip's Primary School in relation to Behaviour Management. It is consistent with the school's agreed aims and objectives and sets out a framework within which teaching and support staff can operate.

AUDIENCE

This document is intended to give a clear outline of the School's approach to the teaching of Science for all staff, governors, Cidari members and parents. It is also intended for the use of the School's Advisory Service when assisting the development of the School's curriculum and for any authorised inspector. Copies of this document are provided for all teaching staff and are available when necessary to support staff, members of the School's Governing Committee and Cidari Multi Academy Trust. A copy of this document is available for the use of parents.

INTRODUCTION

Our school believes that its pupils have a right to the highest quality sex and relationship education as part of the overall PSHE curriculum. Through this we will help them to develop the knowledge, skills and understanding they need to lead confident, independent and healthy lives. Sex and relationships education is learning about the emotional, social and physical aspects of growing up, reproduction, relationships, sex, human sexuality and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

SRE will, as far as possible, support the importance of marriage or stable relationships, for family life and bringing up children. Within this the school will ensure there is no discrimination of children based on their different home circumstances.

This policy is in line with the Secretary of State's 2000 Guidance on SRE, the Education Act 2002, Children Act (2004), Equality Act 2010, Sexual Health Improvement Framework (2013), the National Curriculum (DFE, 2013) and statutory science curriculum.

AIMS

- To deliver a sex and relationships education programme that values family life in its widest context but also recognises the social, cultural and religious background of pupils and other members of the school community
- To provide a comprehensive programme of SRE which provides accurate information about the body, reproduction, sex, and sexual health. To give children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.
- To provide education about sex and relationships which is delivered, both formally and informally, in a range of settings by a variety of people, including appropriate outside agencies, with a mutual comfort and confidence in its delivery
- To build on what the pupils already know, understand, think and feel, helping and enabling them to mature in their changing world

OBJECTIVES

The SRE Curriculum:

- Is a partnership between home and school
- Ensures children and young people's views are actively sought to influence lesson planning and teaching
- Provides information about the physical, social and emotional aspects of puberty before its onset
- Starts early and is relevant to pupils at each stage in their development and maturity
- Is taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sexual orientation, sex and consent
- Includes the acquisition of knowledge, the development of life skills and respectful attitudes and values
- Has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services
- Helps pupils understand on and offline safety, consent, violence and exploitation
- Is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience
- Recognises, respects and accepts the differences of others as well as accepting their own
- Uses active learning methods, and is rigorously planned, assessed and evaluated
- Recognises ways in which relationships can be unhealthy and whom to talk to if they need support
- Helps pupils understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media
- Teaches pupils about the law and their rights to confidentiality even if they are under 16, and is linked to school-based and community health services and organisations.
- Promotes equality in relationships, recognises and challenges gender inequality and

reflects girls' and boys' different experiences and needs

- Outlines the importance of positive, caring relationships between people and different patterns of friendship
- Generates an atmosphere where questions can be asked and answered openly without embarrassment and trust and confidentiality are ensured
- Establishes clear ground rules for pupils, teachers and visitors which will create a safe learning environment for everyone involved in the lesson
- Provides opportunities for the development of personal skills: communication, negotiation, decision making, problem solving and assertiveness
- Provides opportunities for pupils to develop confidence and self-esteem using appropriate activities which encourage this
- Provides opportunities for pupils to develop a respect for their own bodies and to accept variations in growth and development (social, emotional and physical)
- Explains the basic human biology of reproduction and how a baby is born
- Encourages the acceptance of sexuality by providing appropriate vocabulary for all parts of the body
- Aids understanding of what kind of physical contact is acceptable or unacceptable and how to respond
- Outlines that actions such as female genital mutilation (FGM) constitute abuse and are a crime
- Counteracts mis-information, which may be gained from a variety of sources such as TV, magazines, newspapers, jokes/hearsay and peers
- Outlines the role and value of family life (to include all types of family structures such as children living with grandparents, one parent families, same sex parents, foster parents, transgender parents, children in care, etc)
- Provides opportunities for pupils to develop the skills and understanding to form positive, non exploitative relationships which also promote mutual respect and sensitivity towards all
- Teaches that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other
- Is regularly monitored and reviewed to meet the needs of all our pupils

COORDINATION

The SRE curriculum will be coordinated by an appropriately trained key teacher – Sadie Newsome. The key teacher will be responsible for

- Supporting class teachers in the delivery of SRE
- Managing SRE teaching resources, including purchasing and keeping up to date with new resources
- Advising SLT of training and development opportunities locally and nationally
- Leading a partnership approach with relevant professionals such as school nurses and other outside agencies
- Monitoring and evaluating classroom practice



DELIVERY

SRE will be taught as part of the PSHE curriculum, will satisfy the National Curriculum Science order and will be delivered by appropriately trained class teachers who will be supported by the SRE Key Teacher. It will be taught as part of a discreet PSHE lesson. Single gender lessons will be used when appropriate.

Puberty sessions will be taught to pupils in Years 5 and 6 in most cases.

STAFF DEVELOPMENT AND TRAINING

The school recognises that, in order to properly implement and maintain this policy, there is a requirement to ensure that key staff, at least, have the opportunity to access appropriate and relevant training and development opportunities. This includes the consideration of SRE as a regular part of Inset planning.

DEALING WITH SRE RELATED DISCLOSURE

If a teacher is concerned or in doubt, they will follow the procedures in the school's Child Protection Safeguarding policy.

In some cases a question/comment may indicate the child to be at risk or in danger, in which case appropriate action will be taken in accordance with the school's written policy and procedure for Safeguarding. This also means that if the child puts a private question to a teacher or other member of staff and requests secrecy, NO promise of secrecy or confidentiality will be given, but the child reassured that any steps taken will always be in the child's best interest. Any child in such circumstances would be stopped from proceeding and told clearly that secrecy or confidentiality could NOT be given.

SENSITIVE ISSUES REQUIRING SPECIAL CONSIDERATION

All staff at St Luke and St Philip's understand that the subject of Sex and Relationship Education can be challenging but do believe that our pupils have a right to be provided with suitable, accurate information, matched to their age, physical and emotional development.

As a part of the SRE programme the children will be encouraged to ask questions. This could be through the use of an 'ask it' basket (anonymously) or as a general part of the lesson. This will enable them to ask questions about issues related to SRE which they want clarifying.

We believe that all questions should be acknowledged but accept that some questions may require further consideration and as such do not have to be answered directly or immediately. The teacher/specialist /adult may answer the question later with the whole class, individually, or decide to refer the question to the parents. The school expects the teachers to use their professional skills and discretion in such cases and always to keep in mind the age and maturity of the child as well as the aims, objectives, values and procedures set out in the policy document.

Occasionally children may ask questions out of context. On such occasions staff will be expected to respond as stated above.

CONTENT OF SRE IN SCHOOL

The SRE programmes for each year group will be taught through discreet lessons as outlined in our PSHE scheme of work.

The following topics will not be taught directly, but as many of these topics are raised through the media

especially TV soaps, reality TV shows, newspaper bill boards, magazines, newspapers and the internet discussion may be needed if questions arise.

- Abortion
- Contraception
- Infections
- Rape
- Masturbation
- Sexual activity (in relation to reproduction)
- Sexual behaviour

GOOD PRACTICE

At St Luke and St Philip's we recognise there are different teaching and learning styles which enable effective SRE. We acknowledge, as educators, the core education skills which include practical skills, communication skills, decision-making skills, inter-personal skills, problem-solving skills and leadership skills. We will develop them with our pupils by

- Establishing clear ground rules
- Differentiating learning
- Using active learning methods, such as stories, mind mapping/thought showers
- Using Circle Time structures
- Individual/paired/group work
- Role play
- Discussion technique
- Reporting back
- Story boards
- Videos and films
- Sharing lesson objectives with pupils
- Using distancing and de-personalising techniques

PARENTAL INVOLVMENT

The 1996 Education Act gives parents the right to withdraw their child from all or any part of the school's SRE programme, other than those elements, which are required by the National Curriculum Science Orders. However governors and staff feel that inclusion would be a positive experience and parents /carers who have concerns should, in the first instance speak to Sadie Newsome, as the PSHE leader.

At St Luke and St Philip's we value parents' opinions and suggestions regarding the content of delivery and appreciate parents/carers role in this subject. To strengthen this partnership all parents will be informed by letter of when SRE sessions will be taught, and invited to discuss the content of SRE lessons in years 5 and 6.

EVALUATION AND REVIEW

Evaluation of the programme will be made by assessing the attitudes of the pupils, the development of their personal skills and the knowledge and understanding they have gained. Pupil evaluation will be monitored in line with other PSHE monitoring arrangements.



OTHER RELATED POLICIES

- Child Protection.
- Equal Opportunities.
- Behaviour Policy
- Health and Safety
- PSHE

Policy reviewed: December 2018

Agreed by governors: _____

Next review date: December 2020