



**‘Engage – Inspire- Achieve**

# Sex and Relationships Policy

**Revised Autumn 2015- R Fielding**

St Paul's C of E Primary School  
Sex and Relationships Policy

**Mission Statement**

*The family of St Paul's CE Primary School work together to create a caring, stimulating and happy school environment, in which each individual can develop to his/her fullest potential within the context of Christian values.*

**Introduction**

This SRE (Sex and Relationships Education) policy was created through consultation with relevant staff and Governors. Parents will be able to access this policy through our website.

We have based our SRE policy on the information provided by the DfES guidance document 'Sex and Relationship Education Guidance' (2000). In this document sex education is defined as:

“Lifelong learning about physical, moral and emotional development. It is 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, sexuality, and sexual health.”

We recognise the need for a planned, whole school approach to the teaching of SRE addressed through a combination of timetabled teaching time for PSHCE and work covered in a cross curricular way (eg through PE, RE and Science). We follow a combination of the Lancashire Scheme of Work (Live Well, Learn Well) document and PSHE Association to enhance our teaching of SRE.

The PSHE programme will be led by R. Fielding and taught by class teachers or HLTA cover for PPA time. The school will support members of staff delivering SRE through PSHE to access appropriate CPD by providing relevant training where necessary.

**What is Sex and Relationship Education?**

We teach sex education in the context of the school's aims and values. Good SRE contributes to the safeguarding of children, enabling them to stay safe. While sex education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values, which underpin all our work in school. In particular, we teach sex education in the belief that:

- Sex education should be taught in the context of healthy relationships including marriage.
- Sex education is part of a wider social, personal, spiritual and moral education process.
- Children should be taught to have respect for their own bodies
- Children should learn about their responsibilities to others, and be aware of the consequences of sexual activity
- It is important to build positive relationships with others, involving trust and respect
- Children need to learn the importance of self-control.
  - We teach the correct terminology (medical language) from Reception to help safeguard children.

Teachers should follow the SRE scheme (unit 2 from the Lancashire Live Well, Learn Well documentation), seeking advice from the coordinator or head teacher if they have any queries or concerns.

We teach SRE through different aspects of the curriculum. While we carry out the main sex education teaching in our personal, social and health education (PSHCE) curriculum, we also teach some sex education through other subject areas (for example, science, RE and PE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. In PSHCE, we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and how these work. We encourage the children to ask for help if they need it.

It is important to link to the computing curriculum and work covered in PSHCE, which teaches children about online safety. It is vital for children to understand that the internet and social media are important resources for learning and information, and a great opportunity to build social networks, as well as teaching about the risks and how to stay safe online (please see computing policy). Teaching within PSHCE and computing should cover communication skills, attitudes and values, the law, acceptable and unacceptable behaviour (sharing images and pictures online) and how to ask for help.

St Paul's seeks to provide a safe, secure learning environment for SRE that enables children and young people to gain accurate knowledge, develop their own values and attitudes, and develop skills to grow into happy, confident successful adults. In the course of SRE based lessons, pupils may indicate that they are vulnerable or 'at risk'. All staff have access to the school's safeguarding/child protection policy and have received training (Autumn term 2015). Staff know to report any relevant information to the designated safeguarding lead in school.

### Aims and Objectives

At St Paul's our PSHCE/SRE programme aims to assist children and young people to prepare for adult life by supporting them through their physical, emotional and moral development, and helping them to understand themselves, respect others and form and sustain healthy relationships.

Our values include enabling the children:

- To recognise their own worth;
- To work well with others;
- To develop positive, healthy relationships and respect for others;
- To understand our common humanity, diversity and differences;
- To know and understand what constitutes a healthy lifestyle;
- To develop safety awareness;
- To develop self-confidence and self-esteem, and make informed choices regarding personal and social choices;
- To form good relationships with other members of the school and the wider community.

### **Planning, teaching and Learning (SRE and Science)**

In science lessons in Key Stage 1, children are taught that animals, including humans, have offspring which grow into adults. In Key Stage 2 (Year 5/6), we teach about life processes and the main stages of the human life cycle in greater depth. Statutory guidance includes children learning to describe the life process of reproduction in some

plants and animals and recognise that living things produce offspring of the same kind. Non Statutory guidance includes pupils learning about the changes experienced in puberty.

In Years 5 & 6 we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the School Health Professionals about suitable teaching materials to use with our children in these lessons. Teachers do their best to answer all questions with sensitivity and care (see above). By the end of Key Stage 2, we ensure that both boys and girls know how babies are made and born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.

### **How will we assess?**

It is important to recognise that assessment in PSHE/SRE education is not about 'passing or failing', or about behavioural outcomes. Teachers and pupils both need to know that what has been taught has been learned, and that learning is progressing. This will be monitored through class journals, planning and photographic evidence and through pupil voice and questionnaires where appropriate by the subject leader R. Fielding.

### **Asking and answering of questions**

At St Paul's we believe it is important that children feel able to ask any questions that they wish and that their questions are valued.

However, we also understand the need to consider the children's prior learning and readiness of the answers.

If necessary, teachers should be encouraged to feel able to ask the child to wait for an answer to give them time to consult with the school's leadership team (SLT) eg: 'that is a really interesting question and I need a little time to think because I want to give you a really good answer'. Staff are, therefore, able to work with colleagues and SLT to construct an appropriate answer. The school may normally inform parents when such a question is asked for parents to answer.

We also believe it is good practice to have an anonymous question box ('ask it basket') where pupils who are not comfortable raising questions in an open setting may ask questions to be responded to at a later date. This gives staff time to consider how to answer appropriately and consult with the SRE Coordinator or Headteacher as appropriate.

### **SEND, inclusion, equality and diversity**

At St Paul's C of E Primary School, we promote the needs and interests of all pupils, irrespective of gender (including transgender), culture, ability or aptitude, sexual orientation and disability and faith. Our teaching will take into account the ability, age, readiness, and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access PSHE/SRE education provision. We promote social learning and expect our pupils to show a high regard for the needs of others by planning for group activities where appropriate and rewarding children who work well as a team.

We will use PSHE/SRE education as a vehicle to address diversity issues and to ensure equality for all by using appropriate resources that celebrate diversity where appropriate and ensuring lessons are inclusive.

## **The role of the parent**

We are committed to working with parents and carers.

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation.

In promoting this objective we:

- Inform parents about the school's sex and relationships education policy and practice through our policy which is available online
- Answer any questions that parents may have about the sex education for their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school

Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school, except for those parts included in the statutory National Curriculum. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Head teacher, and make it clear which aspects of the programme they do not wish their child to participate in. If a child is withdrawn from 'sex education' parents should be informed that the school would be unable to prevent the child from asking their peers what they had learnt in the lesson. The school always complies with the wishes of parents in this regard.

## **Working with the wider community**

Appropriate visitors are invited into school where appropriate to support the teaching of SRE. The school nurse is available for drop in sessions in school. Alongside this, the school nurse visits year 6 pupils, to help prepare them for puberty and is a valuable resource to assist, although not teach the whole delivery of SRE.

To provide equal opportunities and sensitivity, the puberty talks are separated into boy/girl sessions. The material remains the same. The Life Education Bus is provided to all year groups which covers elements of drug and health education.

## **Confidentiality**

We will ensure confidentiality by (please see confidentiality policy)

This policy supports the following policies: anti bullying, Child protection/safeguarding, confidentiality, PSHCE policy, emotional health and well-being and online safety.

The policy was agreed by the Governing body in January 2016 and will be reviewed annually.