



Policy for Sex and Relationship Education

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Next Review: Summer 2019

Sex and Relationship Education (SRE), is 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.

Legal requirements of Sex and Relationship Education

The Education Act 1996, as amended by the Learning and Skills Act 2000, requires headteachers and governing bodies to have regard for national guidance on SRE in schools. SRE topics are taught through the statutory requirements of the National Curriculum Science Orders, which are mandatory. They are also taught as part of Personal, Social Health and Economic (PSHE) education.

The National Curriculum Framework Document (2013) states that:

'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.'

All schools must provide an up-to-date SRE policy that describes the content and organisation of SRE provided outside of NC Science. It is the responsibility of school governors to ensure that the policy is developed and made available to parents/carers for inspection.

Aims and Objectives of SRE

Sex and Relationship Education at St Peter's is part of a wider social, personal, spiritual and moral education process. We aim that throughout their schooling children:

- Learn to value and respect themselves and others.
- Are able to identify and share feelings with others, showing respect for the views of other people.
- Develop respect for their own bodies and understand the role of sexual activity within a committed and loving relationship.
- Have knowledge of the physical development of their bodies as they grow into adults.
- Understand the way humans reproduce.
- Have knowledge of the correct language and terminology when talking about sex and their bodies.
- Are able to critically consider the portrayal of sex and gender in the media.
- Are knowledgeable about how to safeguard themselves online.

As a Church of England School, we will also give children opportunities to develop a Christian attitude to relationships. Recognising the Church's teaching about marriage as a sacrament, the holiness of human life, and the dignity of the human body. We will develop these values through the three elements of SRE which are; Attitudes and Values, Personal and Social Skills, Knowledge and Understanding.

Content

Certain aspects of Sex and Relationship education are taught through other subjects, specifically R.E. and Science. We also provide a discrete Sex and Relationship programme as part of our Personal, Social, Health and Economic education (PSHE). This will follow a graduated, age appropriate, outline as given below.

Foundation

Reception –Our Lives

Children will focus on daily routines and some areas in which they can look after themselves. They learn about why it is important to keep clean, as well as the role of, and different forms of, families.

Key Stage 1

Year 1 –Growing and Caring for Ourselves

Children will learn more about personal hygiene, the names of the body parts, the differences between males and females and the ways in which they will develop and grow. They will be taught to identify and respect differences and similarities between people.

Year 2 -Differences

The concept of male and female will be introduced. Children will describe the differences between male and female babies and animals. They will consider gender stereotypes. They will understand that making a new life requires a male and a female.

Key Stage 2

Year 3 – Valuing Differences and Keeping Safe

Children will be taught to recognise their worth as individuals, challenging stereotypes where they exist. They will be aware of different types of relationship, including marriage and those between friends and families. We will consider risks and how to behave responsibly in different situations, including judging what kind of physical contact is acceptable or unacceptable. Information will be given about where individuals, families and groups can get help and support.

Year 4 –Growing Up

We will explore how people's emotions change as they approach puberty and how to deal with their feelings towards themselves, their families and others in a positive way. Children will understand how the body changes during this transition.

Year 5 – Puberty

We will focus further on puberty, considering the emotional and physical changes that occur. Pupils will spend some time working in single sex groups in order to look in greater depth at male/female changes, such as menstruation/sperm production.

Year 6 – Puberty, Relationships and Reproduction

Children will be taught; to talk about puberty and reproduction with confidence, to know how and why the body changes as it prepares for reproduction, to consider physical & emotional behaviour in relationships and discuss the different types of adult relationships. The process of conception and pregnancy will be explored with the decisions that have to be made before having a baby being described. They will understand what form of touching is appropriate/inappropriate.

Parents as Partners

At St Peter's School, we recognise that parents are the key people in teaching their children about sex and relationships; maintaining the culture and ethos of the family; helping their children cope with the emotional and physical aspects of growing up and preparing them for the challenges and responsibilities that sexual maturity

brings. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation.

In promoting this objective, we ensure that parents are made aware of our SRE policy and have access to it should they wish to view it at any point. Parents have the right to withdraw their children from those aspects of sex and relationship education, not included in the National Curriculum Science Orders. Each year, during the summer term, parents will be informed before Sex and Relationship teaching takes place. There will be an opportunity for parents to view planning and discuss its content with the PSHE leader or their child's class teacher. Quite often, when parents review the materials and aims of the lessons, they realise there is no need to withdraw their child from SRE. Parents who do wish to withdraw their children are asked to inform their child's class teacher, alternative work would be set.

General

Answering difficult questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and agree to attend to it later on, on an individual basis. In this way, the pupil will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information.

In a similar way, if it's apparent that a class, or group, of children, are discussing or asking questions about elements of the SRE curriculum, teachers will respond by planning in lessons to address this. Parents will be informed before any SRE takes place. Teachers will carry out a formative assessment to elicit children's needs. Any teaching will be age appropriate. The governors support individual teachers in using their discretion and skill in these situations.

Teaching and Outside Agencies

SRE lessons will be taught by class teachers. On rare occasions outside agencies such as the school nurse may be used to support and assist the teachers in the development of the classroom based work. They will be required to work within the school's moral framework outlined earlier. Where children are taught in mixed age classes, teachers will decide a best fit for the needs of their class and adapt plans as needed.

Assessment and Monitoring

As with all subjects, teachers will carry out an elicitation before adapting planning to suit the needs of their class. Children will answer any elicitation questions as individuals. Teachers assess children's work in SRE both by making informal judgements as they observe them during lessons and by making formal assessments of their work. The effectiveness of the SRE programme will be evaluated by assessing children's learning and implementing change if required. Monitoring will take place as part of the school's monitoring cycle. Teachers will be asked for feedback on the SRE teaching materials and their appropriateness for their class. Older children may be asked to give feedback via a pupil questionnaire.

Gender Identity and Sexual Orientation

DfE Guidance states that schools should "make sure that the needs of all pupils are met in their programmes. Young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them and sensitive to their needs. The Secretary of State for Education and Employment is clear that teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. There should be no direct promotion of sexual orientation."

At St Peter's School we have adopted a curriculum which provides opportunities to challenge stereotypes, including those based on gender, and avoids making assumptions about sex, gender, gender identity and sexual orientation. We will ensure that our whole school environment is sensitive to and supportive of trans and gender

questioning children by creating a culture that celebrates difference and diversity; one in which all children and young people can see themselves reflected and valued. We respond proactively to bullying and will not tolerate any form of homophobic, biphobic, transphobic, prejudice-based, or sexist language or behaviour.

Where children are questioning their gender identity or sexual orientation we will respond by listening to them and acknowledging them. Wherever possible, we will adapt structures or routines to meet their needs. As always, we will work closely with parents/carers and seek advice from other professionals to support and provide the best outcomes for them.

Dissemination and Review

All staff members and governors are made aware of this policy and can access it on the school website. Copies are available from the school office on request. This policy will be reviewed in line with the school's policy review schedule. The PSHE leader along with the Senior Leadership Team is responsible for reporting to the governors' Teaching and Learning Committee about the quality of its implementation and its impact on standards. In the light of this, policy amendments may be made.

This policy is to be read in conjunction with the Child Protection Policy and procedures and safeguarding procedures.