



St Mary's C of E (Aided) Primary School, Pulborough

A Christ centred school with a child centred curriculum

POLICY FOR SEX AND RELATIONSHIPS EDUCATION

Mission Statement and Introduction

‘A Christ centred school with a child centred curriculum’.

At St. Mary's CofE (Aided) Primary School, Sex and Relationships Education (SRE) is integrated into the Personal, Social and Citizenship education programme of the school, as well as being a topic in the 'Life Process and Living Things' unit of the Science curriculum. As a church school, SRE is underpinned by our mission statement and teaching and learning of Christianity in RE and is taught in the context of a warm and welcoming Christian ethos so that all children have the opportunity to develop Christian values.

It is our whole school view that the delivery of high quality SRE is extremely important. However, should they wish, parents can withdraw their child/ren from all or part of the SRE provided, except that which is required by the National Curriculum.

Definition of Sex and Relationships Education

SRE is 'lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage as a context for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual behaviour.' (QCA 2000)

The 3 main elements of Relationship and Sex Education

1) Attitudes and values

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life, marriage and stable and loving relationships for the nurture of children.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as apart of decision making.

2) Personal and Social skills

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Learning how to recognise and avoid exploitation and abuse.



3) **Knowledge and Understanding**

- Learning and understanding physical development at different stages.
- Understanding human sexuality, reproduction, sexual health, emotions and relationships.
- Learning about contraception and the range of local and national sexual health advice, contraception and support services.
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay.
- The avoidance of unplanned pregnancy.

Aims and objectives

The foundation of the SRE programme is to develop pupil's knowledge, skills and attitudes so they can make informed choices about their behaviour, feel confident and competent about acting on these choices, and move with confidence from childhood through to adolescence.

This underpins our aims and objectives of our SRE programme which are to:

- Work closely with parents, carers, governors and the church in the dissemination of information on SRE and develop a partnership approach thus ensuring that all pupils receive the best SRE.
- Promote a concern for relationships with other people, respecting the rights and feelings of others; developing loving, caring relationships as friends, parents, members of a family and community, and ultimately sexual partners.
- Provide knowledge of how the human body functions, how it grows and how we change physically and emotionally.
- Emphasise the importance of self esteem in encouraging all members of the school community to respect and care for their body and mind.
- Develop positive values and a moral framework which will guide pupils' choices, judgements and behaviour into adolescence and adult life.
- Clarify spiritual, moral and cultural attitudes and values.
- Develop the children socially, emotionally, spiritually, intellectually and physically to achieve their full potential.
- Present the facts about lifestyle choices in order for all pupils to then make informed judgements and to be prepared for the demands of life in the 21st century.
- Create an ethos of positive relationships between all members of the school community. For pupils to be confident to ask questions and be given accurate answers as naturally and honestly as possible on personal relationships and sex.
- Give regard to the age, emotional and physical maturities of pupils within all age groups taught, including those pupils with Special Educational Needs, and ensure equality of opportunity and experience.



Curriculum

At Key Stage One and Two, SRE is delivered through the Science, PSCHÉ and R. E curriculum. The following topics are taught through these curricula:

- Body Parts (KS1 and 2)
- Emotions and feelings (KS1 and 2)
- Friendships and Relationships (KS1 and 2)
- Growth, development and the onset of Puberty (KS2)
- Periods (KS2)
- Pregnancy, birth and babies (KS2)
- Rights and responsibilities (KS2)
- Safety (KS1 and 2)
- Self esteem (KS1 and 2)
- Sexual language (KS2) including correct vocabulary and an acknowledgement of slang words.
- Stereotypes (KS1 and 2)
- Who can help? (KS1 and 2)

Organisation

- A class teacher delivers SRE. Other health professionals may be invited to provide expertise and information as part of SRE.
- A variety of teaching methods and resources are used to deliver the SRE programme including circle time, relationship building games, video, books, 3D models, photographs, charts, posters and visiting agencies, e.g. 'The Life Education Centre'.
- In Year 5, boys and girls have separate sessions including puberty and body changes led by the school teacher. These sessions are repeated and extended in Year 6.
- A letter is written to parents/carers of pupils in Year 5 and 6, informing them of the SRE programme. This includes an invitation to collect the videos to watch for themselves prior to it being shown to their child/ren.
- To ensure complete respect for each other, guidelines and 'ground rules' are made very clear to all teachers and pupils.
- Teachers should use the correct language and terminology when delivering the programme at a level of explicitness appropriate to the age of the children concerned.

Equal opportunities and Inclusion

We recognise that individual pupils may require a more individualised health education programme which includes drug education. It may be more suitable for some pupils at Key Stage 2 to follow the teaching programme for Key Stage one, but presented in a manner which is appropriate to their age and maturity.



Provision for pubertal pupils

Parents are encouraged to inform the school when their daughter begins menstruation, in order that all staff can be aware of those times when they may not be feeling well or unable to take part in physical activity such as swimming and PE. However, physical activity is encouraged as it improves blood flow and reduces the cramping associated with periods.

Girls starting their periods have unrestricted access to sanitary facilities kept by staff and sanitary bins are provided in the girls toilets.

Child Protection Issues and Confidentiality

Any disclosures made to members of staff are directed to the designated Child Protection Officer (of which there are four) who then makes the decision to inform further agencies where deemed necessary. Confidential advice and support is made available to pupils requiring it.

Sensitive Issues

No teacher delivering the SRE will be expected to deal with sensitive issues beyond those outlined in the curriculum content. If sensitive issues are raised and teachers feel unable to answer they should consult with Headteacher regarding how this should be resolved.

Monitoring and evaluating

The PSCE coordinator is responsible for monitoring and evaluating the effectiveness of teaching and learning in SRE in collaboration with the coordinators of RE and Science and the Leadership team. The curriculum committee of the Governing body are responsible for the monitoring of this policy on an annual basis and reporting its findings and recommendations to the full governing body. Staff, pupils' and parents' views should be sought where appropriate.

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