



Sex and Relationship Education Policy

Edenham C of E Primary School

Church schools serving their communities through excellence, exploration and encouragement within the love of God.

The diocese of Lincoln is called to faithful worship, confident discipleship and joyful service and our church schools bear witness to our belief that every child is made in the image of God and loved by Him. They were founded for the good of their local communities so that children can be educated through the values and stories of Christianity.

Policy Owner: Executive Head Teacher

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Excellence Exploration Encouragement

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Introduction

All schools must have an up to date Sex and Relationship Education (SRE) Policy. The policy must:

- Define sex and relationship education
- Describe how sex and relationship education is provided and who is responsible for providing it
- Say how sex and relationship education is monitored and evaluated
- Include information about parents' right to withdrawal
- Be reviewed regularly

Sex and Relationship Education Guidance (DfEE 0116/2000)

SRE is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. In addition, to areas relating the teaching of sex, sexuality and sexual health.

Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age.

Our School Context

Edenham CE Primary School has, in its full capacity, 119 pupils on roll. The majority of pupils are white British, with a small number receiving free school meals, a small number of EAL pupils and some pupils coming from other white European backgrounds. There is no natural 'catchment' area to the school and the majority of families travel from surrounding villages. An increasing number of pupils are travelling from Bourne and receive free school transport provided by the Local Authority. The environment is rural, with small towns and villages nearby.

Moral and Values Framework

SRE at Edenham School will reflect the values of the Personal Social and Health Education (PSHE) and Citizenship programme and our values agreed by the school community as a Church of England School. These are summarised in our School Development Plan and stated below:

"We seek to serve our families by offering children a caring and rich learning environment in which they may flourish as individuals and become valuable members of our local, and the wider world, community.

Inspired by the life of Christ, and living in his love, we aim for each person to reach their full potential in body, mind, heart and spirit by working together - pupils, parents, staff, governors and all other friends of our school.

The core values we believe are essential to living and learning in the Edenham School community are:

- *Respect*
- *Honesty*
- *Compassion*
- *Caring*
- *Love and Friendship*
- *Faith*
- *Forgiveness*
- *Perseverance*

We strive to reflect our values and fulfil our vision through the following aims:

- *To create a stimulating, interesting and challenging environment that is as exciting today as it is a preparation for our future*
- *To create a high quality learning experience for all*
- *To enable everyone to think for themselves and welcome the opportunity to meet new people, alternative opinions or different beliefs*
- *To provide opportunities for all to explore and experience spirituality as individuals and as a community*

SRE will be taught in the context of relationships. In addition, SRE will promote self-esteem and emotional health and wellbeing and help them form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

Process for Policy and Curriculum development for SRE

This Policy was developed by the Head Teacher, PHSE Subject Leader and teaching staff in consultation with governors and parents.

Aims and Objectives for Sex and Relationship Education

The aim of SRE is to provide children with age appropriate information, explore attitudes and values, and develop skills in order to empower them to make positive decisions about their health related behaviour. This should take place with consideration of the qualities of relationships within families.

The objectives of Sex and Relationship Education are:

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self-esteem and confidence, especially in their relationships with others;
- To help pupils understand their feelings and behaviour, so they can lead fulfilling and enjoyable lives
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities
- To provide the confidence to be participating members of society and to value themselves and others
- To help gain access to information and support
- To develop skills for a healthier safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood
- To enable pupil to feel confident to make positive choices, and make decisions that will keep them safe
- To raise awareness of safe and unsafe behaviours of themselves, and of others and teach them what to do if they feel unsafe

Teaching of SRE

All schools must teach the following as part of the National Curriculum Science, parents do not have the right to withdraw their child/children.

National Curriculum Science

Key Stage 1

1. That animals including humans, move, feed, grow, and use their senses and reproduce.
2. To recognise and compare the main external parts of the bodies of humans and reproduce.
3. That humans and animals can reproduce offspring and these grow into adults.
4. To recognise similarities and differences between themselves and others.
5. To treat others with sensitivity.

Key Stage 2

1. That the life processes common to humans and other animals include nutrition, growth and reproduction.
2. About the main stages of the human life cycle.

Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, or the fact they may be classified as 'disadvantaged' or 'looked after' children.

It is our intention all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision if required.

Such a programme can successfully follow the outline given below:

Foundation

Children learn about the concept of male and female and about young animals. In the ongoing Personal Social and Emotional Development (PSED) curriculum, they develop skills to form friendships and think about relationships with others.

Key Stage 1

Through work in science, children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In Religious Education (RE), PSHE and Citizenship, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

Key Stage 2

In science children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby on years 5 & 6.

Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In RE, PSHE and Citizenship, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other

people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

SRE should focus on the development of skills and attitudes not just the acquisition of knowledge.

The Social and Emotional Aspects of Learning (SEAL) materials and materials published by the PSHE Association <https://www.pshe-association.org.uk/> will form core resources for supporting teaching and learning in SRE.

The Organisation of Sex and Relationship Education

The Head Teacher is the designated teacher with responsibility for coordinating SRE within the PSHE curriculum.

SRE is mainly delivered through science, RE, PSHE/ PSED in the Foundation Stage curriculum, Citizenship, literacy activities and circle time. It is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as the school nurse.

A range of teaching methods which involve children's full participation are used to teach sex and relationship education. These include use of video, discussion, looking at case studies, drama and role play.

SRE is usually delivered in mixed gender groups; however, there may be occasions where single gender groups are more appropriate and relevant.

Resources to teach sex and relationship education include fiction, reference books, leaflets and extracts from videos will be included and will be age-appropriate.

Specific Issues

Parental consultation

The school includes information on sex and relationship education in the school handbook and full details are available to parents on request.

The school informs parents when aspects of the sex and relationship programme are taught for Years 5 & 6, and provides opportunities for parents to view the videos and resources being used.

Parents have the right to withdraw their children from those aspects of sex and relationship education, not included in the National Curriculum Science Programmes of Study, alternative work would be set.

We hope, however, that parents recognise the importance of this aspect of their child's education and will work with us in partnership to ensure quality learning can take place in issues relating to SRE.

Child Protection / Confidentiality

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member will inform the Executive Head Teacher who is also the Designated Safeguarding Lead (DSL). If the Executive Head Teacher is not available, the Head of School is the Deputy DSL (DDSL) and is the next point of contact.

Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.

Teachers will endeavour to answer questions as honestly as possible but, if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

Use of Visitors

"Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator's and teacher's responsibility to plan the curriculum and lessons."

Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11

When appropriate, visitors such as the school nurse may be involved in the delivery of sex and relationship education, particularly in Key Stage 2.

Children with Special Needs

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of SRE.

Monitoring and Evaluation

Sex and relationship education is monitored and evaluated as part of the school's self-evaluation process. Changes would be made to the sex and relationship education programmes as a result of this if required.

The subject leader and school leadership will also monitor and evaluate real-world situations, such as global or local issues arising, or serious case reviews, and amend and adapt the curriculum as required.

The school may assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents.