

ST PETER'S CHURCH OF ENGLAND PRIMARY SCHOOL



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Registered in England and Wales
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Sex and Relationship Education Policy

St Peter's C of E school promotes Christian values and fosters an environment of spirituality, creativity and respect where everyone is valued and each child can achieve their full potential.

St Peter's CE Primary School is part of the Eynsham Partnership Academy.

1. Context

The purpose of this document is to provide for teachers, parents and governors a clear summary of the role of sex and relationship education (SRE) within the broad education offered at St Peter CE Primary School. SRE is firmly rooted in our school's Personal, Social and Health Education (PSHE) and is also delivered as part of other curriculum areas including Science and RE.

This policy links with other school policies such as the PSHE, antibullying policy, equal opportunities policy, safeguarding policy, confidentiality policy and health and safety policy.

The policy will be used by:

- teachers, who will look to it to guide their lesson planning and to put boundaries around the issues they can explore with children and young people, and the range of ways that these can be explored
- parents, who will look to see both the SRE curriculum content and the values the school is promoting
- health professionals, visiting speakers and so on, who will want to know the aims, objectives and values the school's SRE promotes, agreed teaching methodologies and boundaries for their work with young people
- partner schools, who will want to know the school's approach to SRE so they can plan their curriculum in a way that ensures continuity of values and progression in learning.

2. Aims and objectives of sex and relationship education

SRE supports and promotes our pupils' *'spiritual, moral, social, cultural, mental and physical development and prepares them for the opportunities, responsibilities and experiences of adult life'* Section 351 of the Education Reform Act 1996, the two broad aims for the school curriculum.

At St Peter's CE Primary School SRE is underpinned by the ethos and values of our school and we uphold it as an entitlement for all our pupils. We believe that a Church school should positively set standards of behaviour and morality which are informed by Christ's teaching and not merely accept or reflect existing social and moral standards.

The pupils will be encouraged to have due regard to moral considerations and the value of 'family' life. We recognise the need to work as a whole school community to ensure a shared understanding of SRE and the values underpinning it and to deliver an effective programme that meets the needs of our pupils and taking into account other faiths, abilities and backgrounds.

We aim to develop an understanding in our pupils of the biological, emotional, social, legal and moral aspects of sex and sexuality. We teach SRE within the wider context of building self-esteem, emotional well-being, relationships and healthy lives beginning in the early years through to Year 6.

The SRE curriculum will be concerned with:

- the discussion of attitudes and values
- the development of a range of personal and social skills
- the provision of factual information and the development of the understanding
- of it

The objectives for SRE should match the age and maturity of the pupils involved. For KS1 and KS2, our learning outcomes include:

Attitudes and Values

- to learn the value of respect, love and care
- to learn to value and respect ourselves and others
- to develop an understanding and valuing of diversity
- to promote a positive attitude to healthy lifestyle and keeping safe
- to developing an understanding of the value of family life and an appreciation of the many different types of family.

Personal and Social Skills

- to learn how to identify and manage emotions confidently and sensitively
- to develop self-respect and empathy for others
- to develop communication skills with peers, school and family
- to learn how to assess risk and to develop strategies for keeping safe
- to develop the ability to give and secure help
- to develop an understanding of difference and an absence of prejudice.

Knowledge and Understanding

- to recognise and name the main external parts of the body including agreed names for sexual parts
- to know the basic rules for keeping themselves safe and healthy
- to know about human life processes such as conception, birth and puberty
- to develop an understanding of the physical and emotional aspects of puberty
- to learn that safe routines can stop the spread of viruses such as HIV
- to know who can provide help and support.

3. The sex and relationship education curriculum

SRE is delivered through the four interrelated strands of PSHE:

- A) Developing confidence and responsibility and making the most of pupils' abilities.
- B) Preparing to play an active role as citizens.
- C) Developing a healthy safer lifestyle.

D) Developing good relationships and respecting the differences between people. The QCA guidance on PSHE & citizenship includes the Breadth of opportunities pupils' need to develop their knowledge, skills and understanding and these are embraced in our whole school approach to PSHE. In PSHE, SRE is placed within the context of talking about feelings and relationships. Ensuring SRE is embedded within PSHE will ensure a focus upon self-esteem and respect for self and others.

The SRE programme also includes elements of the statutory new Science curriculum 2014, which is mandatory for all pupils. Parents / carers are not able to withdraw their children from National Curriculum Science.

National Curriculum Science 2014

Key Stage 1:

Animals including humans

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2:

Animals including humans

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.
- Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

4. The organisation of sex and relationship education

Visitors

We welcome the support of visitors offering specialist support and links with the community. The school nurse and other health professionals may be involved at different stages of the programme.

Visitor sessions always complement the existing SRE provision and never replace or substitute teacher-led curriculum provision.

The lessons are prepared with the visiting speaker and the class teacher will remain with the class at all times.

Role of Governors

The governors have been consulted on this policy and have ratified it.

Curriculum Delivery

Curriculum planning for SRE is part of the whole school planning process for PSHE and citizenship and is informed by the National Curriculum Science Orders. It will most often be

delivered as part of the integrated topic programme; occasionally it will be taught as a discrete unit.

- Designated SRE curriculum times, which provides focused opportunities for raising specific issues in a safe and structured session.
- Cross-curricular links, when appropriate SRE, will also be delivered in Science, IT, RE, Humanities and Literacy.
- Circle-time, planned to support the delivery of PSHE, may also be used to cover some of the SRE programme.

Generally SRE will be taught in mixed groups so that boys and girls are encouraged to work with each other. It is important that both boys and girls know about the experience of puberty for the opposite gender. However, there will be planned opportunities for single gender sessions in year 6 to explore gender specific issues, such as management of periods and puberty, or what is good/bad about being a girl/boy before discussing the issues with the opposite sex. Single gender sessions will also take into account the different ways boys and girls learn effectively and provide a forum to ask 'embarrassing' questions.

5. Delivering the sex and relationship education curriculum

Specific issues and language to use:

We recognise that some aspects of SRE for teachers, pupils, parents and the wider school community may be considered sensitive or challenging. We respect the varied beliefs and values held by our school community, however, personal beliefs and attitudes will not influence the teaching of SRE. Teachers and all those contributing to SRE are expected to work within our agreed values framework as described in this policy and supported by current legislation and guidelines.

Pupils may ask explicit or difficult questions, or seek information about specific issues.

It is school policy to address these questions and provide information in a straightforward, age and maturity appropriate way. Questions do not have to be addressed at the time, and can be addressed individually later. The school believes that individual teachers must use their own skill and discretion in these situations and refer to the head if they are concerned.

6. Monitoring and evaluation of the SRE curriculum

The review and monitoring of this policy is the responsibility of the Headteacher (SRE Co-ordinator) and will include:

- Review of planning and guidance.
- Liaison with class teachers.
- Carrying-out a regular audit of provision in order to ensure we are meeting the needs of all our pupils and delivering an effective programme.

7. Liaison with parents and carers

Our school would like to share responsibility with parents and carers in the delivery of SRE. We are confident that good communication and sharing our philosophy, aims and purpose of SRE will enable parents/carers to support our SRE programme.

We will invite parents' views when drawing up and reviewing the policy, programme and resources used.

Parents are notified about SRE education relating to puberty and reproduction in year 5 and 6. We will also do our best to support parents in talking to their children about SRE.

Parents and carers have the right to withdraw their children from all or part of the SRE provided at school except for those parts included in the statutory Science National Curriculum. Those

wanting to exercise this right are invited to see the Head teacher, who will explore the concerns of the parents and will discuss any impact withdrawal may have on the child.

Policy Agreed by the Governing Body on

Signed Chair of Governing Body

Review Date