

SEX AND RELATIONSHIPS POLICY

Name of school: Banks St. Stephen's CE Primary School

Member of staff responsible: Sue Kenny

Review date: September 2017

Next review: September 2019

What is SRE?

The term sex and relationships education - SRE - is used in this policy rather than sex education. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self esteem and the skills to manage relationships.

According to the latest DfES guidance 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'

DfES 'Sex and Relationship Guidance', 2000.

The guidance suggests that SRE should have three main elements as follows:

Knowledge and understanding

- § Learning and understanding physical development at appropriate stages.
- § Understanding human sexuality, sexual health, emotions and relationships.

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 part of decision making.

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.
- § Managing conflict.
- § Learning how to recognise and avoid exploitation and abuse.

Moral and Values Framework

The SRE programme reflects the school ethos and demonstrates and encourages the following values

- Respect for self;
- Respect for others;
- Responsibility for their own actions;
- Responsibility for their family, friends, schools and wider community.

Equal Opportunities Statement

The school is committed to the provision of SRE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where children with Special Educational Needs are given extra support.

Content of the SRE curriculum

Key Stage 1

- Pupils learn to recognise similarities and differences between themselves and others.
- Identify and share their feelings with each other
- Recognise safe and unsafe situations and can identify and be able to talk to someone they trust.

Key Stage 2

- Pupils learn to express their opinions about relationships and bullying and to listen to and support others, including respecting other people's viewpoints and beliefs. They learn to recognise their own worth and identify positive things about themselves and try to balance the stresses in life in order to promote their own mental health and well-being of others.
- Life processes are discussed including the physical changes that take place at puberty, why they happen and how to manage them.

Organisation

SRE is covered through:-

1. The National Curriculum Science Programme of Study.
2. SRE modules delivered within a planned PSHE and Citizenship programme.
3. Pastoral support for pupils who experience difficulties.

SRE is normally delivered by the class teachers often through Circletime. Short term supply teachers do not deliver SRE.

Resources to be used include 'Health for Life' and Folens. The School Nurse also provides relevant, up to date resources including DVDs which are shared with parents prior to pupils viewing them.

External agencies helping us to deliver SRE in our school include the School Nurse who speaks to children in Years 5 & 6.

All pupils are included and are normally in mixed ability, mixed gender groups. An exception is after the input of the School Nurse in Years 5 & 6 when the boys and girls are split into separate discussion groups with staff of both genders available for questions.

All visitors including the school nurse are familiar with the school's SRE policy and work within it;

All input to SRE lessons is part of a planned programme and negotiated and agreed with staff in advance;

All visitors are supervised/supported by a member of staff at all times;

Assessment and Evaluation

The programme is regularly monitored by the PHSE Subject Leader. Elements of the sex education in the science curriculum can be assessed formally.

Assessment and evaluation of the SRE programme outside the science curriculum is conducted using a variety of informal activities which have been built into the programme. These include peer assessment and self assessment. Teachers delivering SRE constantly evaluate their lessons to inform future planning. The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

Specific Issues within SRE

Parental concerns and withdrawal

We will work in partnership with parents to keep them informed about our SRE provision. Parents of Year 5 & 6 pupils are invited into school to see materials used by the School Nurse prior to her visit.

Parents/Carers have the right to withdraw their children from all or part of the Sex and Relationships Education provided at school except for those parts included in statutory National Curriculum Science.

Those parents/carers wishing to exercise this right are invited in to see the Headteacher who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed.

Confidentiality and Child Protection Issues

School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Child protection procedures must follow when any disclosures of abuse are made. The child will be supported by a teacher throughout the process.

Answering Difficult Questions

Staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues are taught without bias.

Both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Coordinator if they are concerned.

Banks St. Stephen's believes that SRE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

Dissemination

All staff members and governors receive a copy of the SRE policy. Training is regularly delivered to staff on the policy content. Copies of the SRE policy are available from the school office on request from parents.

A short summary of the policy is included in the school prospectus.

Banks St. Stephen's believes in the importance of appropriate staff training to enable staff to deliver effective SRE. The Subject Leader should access courses or INSET opportunities to assist staff involved in the delivery of SRE.

The SRE/PSHE Subject Leader facilitates the gathering of policy feedback from parents, staff and pupils every two years.