



Sex and Relationship Education Policy

St Andrew's Church School endeavours to take into account considerations of race, religion, belief, gender, ethnicity and disability equality in developing and applying this policy.

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Signed	

Copies of this document in large print can be obtained from the school

SEX AND RELATIONSHIP EDUCATION POLICY



Introduction

This policy is a 'stand alone' policy that comes under the umbrella of Personal, Social, Health Education and Citizenship (PSHEC) in the school. It takes account of the '*Sex and Relationship Education Guidance*' published by the DfE in July 2000 that updated Circular 5/94 '*Sex Education in Schools*'. The policy has been drafted by a working party of the School Governors following consultations with pupils, parents and staff, together with local health education advisers and health promotion specialists and is based on a framework produced by a countywide multi-disciplinary group. All teachers have access to the policy through the school's p:drive on the computer network. In addition, a copy is held in the school office and it can be made available on request. A statement on Sex and Relationship Education is also to be found in the School Prospectus.

Rationale

At St Andrew's Church School, we believe that effective Sex and Relationships Education (SRE) is essential if our pupils, as they grow, are to make responsible and well informed decisions about their lives. It contributes to promoting the spiritual, moral, social, cultural, emotional, mental and physical development of our pupils, preparing them for the opportunities, responsibilities and experiences of adult life.

We believe SRE should not be delivered in isolation, but be firmly rooted in our Personal, Social and Health Education and Citizenship programme, supplemented by Science and other subjects of our taught curriculum.

Definition of Sex and Relationship Education

Sex and Relationship Education is lifelong learning about physical, moral and emotional development. It is about respect, love and care and the benefits of making and maintaining a stable marriage or relationship. We recognise that to be human is to experience sexual feelings, seek connections with other people and develop relationships, which may be physical or non-physical. Our teaching of sex and relationship education is applicable to all sexual orientations and will include teaching of sex, sexuality and sexual health.

SRE seeks to enable young people to feel positive about themselves, manage relationships and access the infrastructure of support available.

Aims and Objectives

At St Andrew's Church School we aim to provide our pupils with an age appropriate SRE programme that is tailored to their physical and emotional maturity. It should enable them to make positive choices about their sexual and emotional health, both now and in the future. We seek to achieve this aim by having three main elements to our programme as outlined in '*Sex and Relationship Guidance*', DfE, Ref 0116/2000, p.5:

- ***attitudes and values***

- learning to care about other people and being sensitive towards their needs and views;

- learning the importance of values, and individual conscience and moral considerations;

- accepting the differences between people and learning not to exploit them;

- learning the value of family life, marriage, and the importance of stable, loving and caring relationships for the nurture of children;

- learning the importance and responsibilities of the family unit for all its members;

learning to respect oneself and others and being honest, loyal and trustworthy in relationships;

learning to take responsibility for one's actions in all situations;

exploring, considering and understanding moral dilemmas; and 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;

learning how to make well informed and responsible decisions about their lives and developing an appreciation of the consequences of the choices made;

managing conflict;

learning how to recognise and avoid exploitation and abuse.

- ***knowledge and understanding***

learning and understanding physical development at appropriate stages;

understanding human sexuality, reproduction, sexual health, emotions and relationships;

We believe that SRE will be achieved by providing an environment and atmosphere where pupils feel safe, relaxed, not intimidated, but focussed; and where they have confidence and trust in the knowledge, ability and skills of their teachers.

Moral Framework

Pupils will be taught SRE within a framework which models and encourages the following values:

- Being honest with themselves and others
- Developing a critical awareness of themselves and others
- Learning to show tolerance, understanding, respect and care for others
- Developing an awareness and belief in one's own identity
- Having a positive attitude towards the value of stable relationships for the upbringing of children
- Acknowledging and understanding diversity with regard to religion, culture and sexual orientation

Working With Parents

The school is committed to working in close partnership with parents and carers who are the key people in teaching their children about sex and relationships. Parents/carers are invited to contact school to discuss the school's SRE programme and to view the teaching materials and resources that will be used.

A parent or carer, who is concerned about any element of this policy, or is unhappy about their child's participation, should discuss their feelings with the Headteacher. Parents have the right to withdraw their children from all or part of those aspects of the SRE programme which are NOT part of the statutory National Curriculum Science Orders. If requested, alternative arrangements will be made for individual pupils, but it is hoped that this will not be necessary. If so, parents should consult with the Headteacher to discuss appropriate arrangements.

The DfES has produced a free leaflet for parents entitled 'SRE and Parents'. Copies can be obtained from the DfE orderline (Tel: 0845 6022260, DfES code 0706/2001).

Content and Organisation

The organisation of SRE is no different from other curriculum areas. It is delivered through planned programmes within Science, RE and PSHCE. Occasionally, issues about SRE may arise spontaneously in other lessons (eg during Literacy) where it is not the main focus of the lesson. This is not considered to be part of the planned SRE programme and parents or carers cannot withdraw pupils in these circumstances.

Provision may be made for pupils in mixed age classes to be taught in separate age groups. Normally, male and female pupils will be taught together. However, when deemed appropriate, there may be occasions when pupils are taught in separate gender groups.

The intention is for all our pupils to achieve the age-related learning outcomes for the National Curriculum 2014 (**See Appendix 1 for further information**)

Where visitors are invited to deliver aspects of the SRE programme, the school follows the guidance in 'School use of visitors and outside agencies in health promotion' published by the Somerset Healthy Schools Team, 2001. Visitors will be used to support not supplant, the role of the teacher and they will always be accompanied in the lesson by a teacher. Visitors will always be fully briefed on their contribution to the programme and will be given a copy of the current policy beforehand.

In Year 5 and 6 pupils will receive (in the summer term) input from the Class Teacher incorporating a planned unit addressing the specific issues related to 'growing up' and (Year 6 only) 'reproduction'. They will watch a DVD for each of these (available on request), a PowerPoint presentation and lessons discussing these areas of development. There will also be an opportunity for a question and answer session.

A letter is sent to parents/carers informing of this programme for their child.

Aspects of SRE are encompassed within the ethos of the school and may be delivered through:

- PSHE (SEAL) lessons
- Core and foundation subjects
- Assembly time
- Circle time
- Literacy/Numeracy lessons
- Health weeks
- Focus days
- Theatre in Education visits

The SRE programme will be delivered by:

- Class Teacher
- Other medical visitors – where available

A range of teaching approaches will be used which include didactic and participatory methods eg small group work for discussion.

The overview and co-ordination of the taught curriculum is the responsibility of the PSCHE Co-ordinator in the school.

A designated Governor is the link to the full Governing Body with regard to SRE provision in the school.

Equal Opportunities

SRE is inclusive of all students; they have an equal entitlement to good quality SRE. The programme will be delivered in line with the school's Equal Opportunities policy within an atmosphere of mutual respect. The whole school community will support an approach which ensures that no individual will be discriminated against on grounds of gender, race, disability, religion or sexual orientation.

If a pupil is absent from school (eg through illness) and does not participate in the SRE programme, the school will ensure that teaching materials are made available.

Resources selected to support the programme will be free from cultural bias wherever possible and will avoid gender, race, disability or sexual orientation stereotyping. The programme will be sensitive to the needs of all pupils in the school.

The school will not discriminate against any member of the school community who is infected or affected by HIV.

Specific Issues

Personal Beliefs

The personal beliefs and attitudes of teachers will not influence their teaching of SRE.

Language and Ground Rules in Lessons

All staff teaching SRE will set ground rules in their classes. For example:

- * *no one (teacher or pupil) will have to answer a personal question*
- * *no one will be forced to take part in a discussion*
- * *the only language used will be easily understood and acceptable to everyone in the class*
- * *only the correct names for body parts will be used*
- * *meanings of words will be explained in a sensible and factual way.*

Students will be involved in the negotiation/setting of these rules. Distancing techniques will also help to avoid the inappropriate disclosure of information. These may include case studies, role play and speaking in the third person.

Dealing with difficult questions

We have a variety of strategies for dealing with difficult questions. For example:

- if a question is too explicit or is inappropriate, the teacher will attend to it later, on an individual basis and a decision will be taken whether or not to inform the child's parents/carers;
- if a child makes a disclosure that causes the teacher concern then they should follow child protection procedures established within the county (See '*Child Protection Handbook*', 2000 Somerset Area Child Protection Committee).

Puberty

Boys and girls need to be prepared for puberty before they reach this developmental stage. At St Andrew's Church Primary School we teach about puberty and the need for extra care with personal hygiene mainly in whole class groups but opportunities are provided for single gender lessons.

Menstruation

Our programme will include preparation for menstruation. Basic information about the process of menstruation will be given to both boys and girls.

We will make appropriate and sensitive arrangements for the changing and disposal of sanitary wear for our pupils. (eg. Requests for sanitary protection are dealt with by Mrs Duke - LSA. There are trained First Aid staff who are used to dealing with sensitive issues.)

Contraception

Primary Schools - Pupils will be given basic, appropriate information about this – being 'safe'.

Teaching About Gay , Lesbian and Bisexual Relationships

The diversity of sexual orientation found within society may also be reflected in the school community. The school will seek to ensure that SRE is relevant and positive for all students, and that teaching about sexuality is undertaken by teachers who are trained and comfortable with such issues (Year 5/6 only).

The school has a specific Behaviour/Anti bullying Policy. All teachers are aware of this policy and a copy is available on request.

Confidentiality

'Schools must be absolutely clear about the boundaries of their legal and professional roles and responsibilities. A clear and explicit confidentiality policy should ensure good practice throughout the school which both pupils and parents understand. Teachers cannot offer or guarantee absolute confidentiality.'

Parents/carers will be informed of the school's confidentiality policy. The school will be acting in loco parentis. Whenever a pupil makes a disclosure, they will be persuaded to talk to their parents or carers. Child Protection issues will be addressed if necessary; but if not necessary, the wishes of the pupil will be taken into account.

Different codes of conduct apply to different professionals working in our school. Through the dissemination of our Confidentiality Policy students, parents, staff and health professionals working with us are aware of the different roles people have within the school, the confidential support available and how confidentiality works in practice.

Confidentiality in lessons

Staff teaching SRE have a duty of care and may wish to make a ground rule that opinions and ideas expressed in discussion should not be repeated outside the lesson. Again it must be stressed that no absolute confidentiality can be promised. Clearly a lesson situation is also a significantly different context to a conversation with an individual. Students should be reminded of this difference. Through distancing techniques and ground rules students should understand that lessons are not an appropriate place to disclose personal information.

Monitoring and Evaluation

The SRE policy is monitored and evaluated through an annual review process involving teachers, PSHE Co-ordinator/SRE Leader, Senior Management Team and the Governing Body.

Animals, including humans

describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)

identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2

Animals, including humans

Statutory requirements

Pupils should be taught to:

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.

Notes and guidance (non-statutory)

Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.

Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.

Year 3

Animals, including humans

Statutory requirements

Pupils should be taught to:

identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat

identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Notes and guidance (non-statutory)

Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.

Pupils might work scientifically by: identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons. They might compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat. They might research different food groups and how they keep us healthy and design meals based on what they find out.

Year 4

Animals, including humans

Statutory requirements

Pupils should be taught to:

describe the simple functions of the basic parts of the digestive system in humans

identify the different types of teeth in humans and their simple functions

construct and interpret a variety of food chains, identifying producers, predators and prey.

Notes and guidance (non-statutory)

Pupils should be introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help them to understand their special functions.

Notes and guidance (non-statutory)

Pupils might work scientifically by: comparing the teeth of carnivores and herbivores, and suggesting reasons for differences; finding out what damages teeth and how to look after them. They might draw and discuss their ideas about the digestive system and compare them with models or images.

Year 5

Living things and their habitats

Statutory requirements

Pupils should be taught to:

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.

Notes and guidance (non-statutory)

Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment. They should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

Pupils might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.

Animals, including humans

Statutory requirements

Pupils should be taught to:
describe the changes as humans develop to old age.

Notes and guidance (non-statutory)

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Year 6

Animals including humans

Statutory requirements

Pupils should be taught to:
identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
describe the ways in which nutrients and water are transported within animals, including humans.

Notes and guidance (non-statutory)

Pupils should build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function.

Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.

Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.

Notes for guidance to teachers

Notes for Guidance – Answering Children’s Questions

Questions should only be invited from the children in the context of work they have been involved in – i.e. watching a video; part of a topic.

It is better to ask the children to generate questions as a group and ask them to be written down. The teacher is then able to group the questions under appropriate headings.

Children should be encouraged not to use ‘slang’ or ‘family’ names and terms. The teacher should always use the correct biological terminology. This may mean that a teacher has to interpret a question before reading it out and answering it.

Where a question is deemed inappropriate either because it is not connected to the subject matter being dealt with or because it goes beyond the scope of the school sex education policy / age/ stage of development of the pupils, the teacher must either decide to:

- Leave those questions to the end and invite children who have not had their questions answered to speak to the teacher on their own,
- Explain that they are only answering questions on particular topic.

In either case the most appropriate action may be for the teacher to suggest that the child ask his/her parents/carer.

Where a child asks a question about sex, out of the context of sex education lessons or a related topic the teacher should speak to the child individually to try to ascertain what has prompted the question e.g. “Why did you want to know that?” The teacher can then respond in one of the ways suggested above.