

# Sex and Relationships Education Policy

## Purpose

The Governors and teachers of Stratford St Mary Primary School believe that effective Sex and Relationship Education (SRE) is a vital part of a rounded curriculum that will help children to become happy, healthy, confident and independent adults. We believe that SRE is a child's entitlement.

The purpose of SRE is to support children, at each Key Stage, with their physical, emotional, spiritual and cultural development. It aims to help children respect themselves and others and progress with confidence through childhood and towards adolescence and adulthood.

SRE is provided within the context of the school's broad programme of Personal, Social and Health Education (P.S.H.E.), Science, Assemblies and in informal ways through the life of the school.

## Policy Statement

SRE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings (Sex Education Forum 1999).

Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

The 1996 Education Act consolidates all relevant previous legislation and states that all primary schools must provide an up to date policy that describes the content and organisation of SRE provided outside the National Curriculum Science Order. The DfE Sex and Relationship Education Guidance (2000) supports this legislation and recommends that all primary schools should have a sex and relationship education programme tailored to the age and physical and emotional maturity of the children.

Other related policies and documents include the PSHE & Citizenship policy, Anti-Bullying Policy, Drug Education Policy, Collective Worship Policy, Safeguarding Policy and the Single Equality document.

## Aims and Objectives

This policy is a working document which provides guidance and information on all aspects of SRE in the school for staff, parents/carers and governors.

## Moral and Values Framework

The SRE programme at Stratford St Mary Primary School reflects the school ethos and demonstrates and encourages the following values:

- Respect for self
- Respect for others
- Responsibility for their own actions and decisions
- Responsibility for and understanding of their family, friends, school and wider community

The programme offered within school is seen as a partnership between home and school. The school acknowledges that parents are the key people in teaching their children about relationships, sex and growing up, and in supporting the development of important values and attitudes, personal and social skills in their children.

## 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 and family backgrounds, and reflects the Christian ethos of the school. Provision will be made for all classes to access clear age-appropriate information, to discuss attitudes and values, and to develop solid relationships in which children learn how to manage their feelings and behaviour.

## Content

The Sex and Relationship Education curriculum will be taught in three ways:

- Through the Science curriculum
- Through the PSHE curriculum
- In informal ways through the life of the school

In key stage 1 pupils learn to recognise similarities and differences between themselves and others, identify and share their feelings with each other and talk about how to get along, recognise safe and unsafe situations and identify and be able to talk to someone they trust. They learn about healthy lifestyle choices, and find out about how humans feed, grow and use the senses. They discuss different kinds of families and the value of respect, love and care.

In Years 3 and 4 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 strategies to manage emotions and relationships confidently and sensitively and develop opportunities for critical thinking as part of decision-making. They learn about healthy living choices, nutrition and growth, and reproduction in animals. Assessing and controlling hazards and

risks are also discussed. They learn about values, individual conscience and moral considerations, and about the importance of lasting, stable relationships, including marriage.

In addition to the Year 3, 4, 5 & 6 curriculum, Year 6 pupils will also be offered a 'Growing Up' session. This session is a preparation for puberty. It covers the physical and emotional changes and development for boys and girls and how to manage them, understanding of menstruation and precise information about human reproduction; sex, pregnancy and birth. It is taught with extreme sensitivity.

## Organisation

SRE should not be delivered in isolation but firmly embedded in all curriculum areas, including Personal, Social Health Education (PSHE) and citizenship. At Stratford St Mary School the *main* content is delivered in PSHE lessons. This ensures a coherent spiral curriculum.

## Specific Issues within SRE

### Withdrawal

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. 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.

### Safeguarding

The school has a separate Safeguarding Policy. Effective SRE, which brings an understanding of what is and what is not acceptable, may bring about disclosures of child protection issues and staff are aware of the procedures for reporting their concerns. Children have the right to a safe learning environment and to have their worries noted and acted upon in appropriate ways.

### Confidentiality

As a general rule, a child's confidentiality is maintained by the teacher or member of staff concerned at all times. In an extreme circumstance, if this person believes that the child is at risk or in danger, she/he may report what a child has said, to the safeguarding officer in school. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process in line with the school's confidentiality policy.

### Controversial and Sensitive Issues

Staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues are taught without bias. Topics are presented using a variety of

views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinions.

## Dealing with Questions

Both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupil 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 safeguarding officer if they are concerned.

## Sexual Identity and Sexual Orientation

Stratford St Mary School 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. Homophobic bullying is dealt with strongly yet sensitively in line with the school's anti-bullying policy. The school liaises with parents on this issue to reassure them of the content and context.

## Dissemination

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