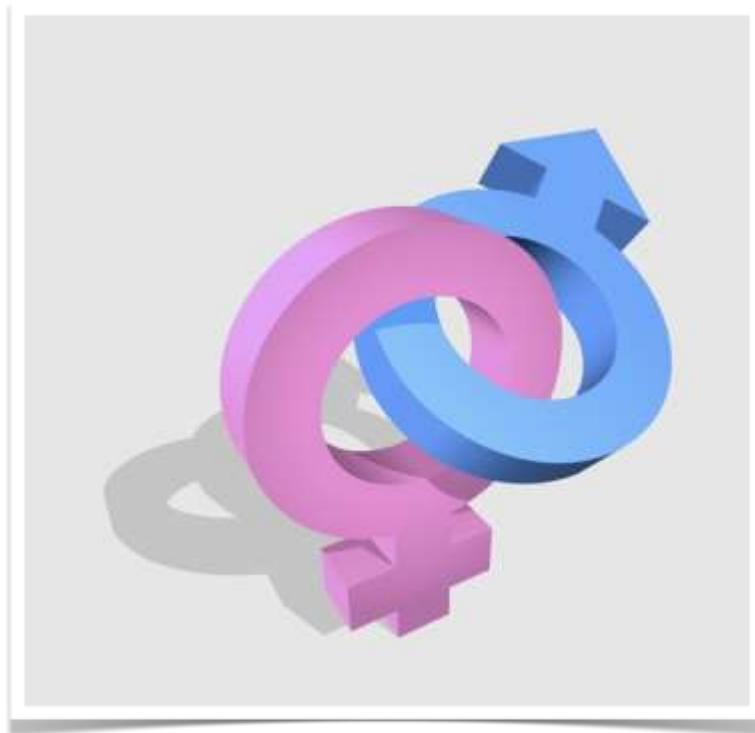




**St Nicholas**  
C of E Primary School

# **Sex & Relationships Education Policy**



**PSHE Leader:**  
**Head of School:**  
**Safe Guarding Governor:**

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Revised: November 2017

Review Date: November 2019

## **1. INTRODUCTION**

- 1.1 At St Nicholas C of E Primary School, we value the importance of Sex and Relationships Education (SRE).
- 1.2 According to the Sex and Relationships Education Guidance from the government, 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.”
- 1.3 The aim of the school’s Sex and Relationships Education programme is to help and support children through their physical, emotional and moral development. The programme is contained within the school’s Personal, Social and Health Education (PSHE) curriculum, which help children learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.
- 1.4 We recognise the partnership of home and school in this important area of personal development.
- 1.5 Why does SRE matter? The pamphlet “SRE & Parents” from the Department for Education (2001) states that “Our children learn about sex and relationships from the very youngest age, even if we don’t talk with them. Some of the things they learn are incorrect, confusing and frightening. In a world where sex is used to sell things from food to fast cars, and celebrities’ lives become everyone’s business, we should talk to our children to help them make sense of it all.
- 1.6 It is a working document that provides guidance for staff. The programme forms the basis for further Sex and Relationships Education at secondary school.

## **2. AIMS AND VALUES**

- 2.1 A key aim of the school is that each pupil will develop the skills, knowledge and attitudes to make decisions. Decisions about how they relate to others can only be made if they have adequate knowledge and understanding of their own physical and emotional development. We seek to work with parents to ensure the teaching of Sex and Relationships Education reflects their expectations and complements teaching at home.
- 2.2 We believe that all children should experience a planned programme of Sex and Relationships Education that teaches them to develop an awareness of, and respect for, themselves and others. It aids the development of positive self-esteem, which will help children to cope with the challenges of personal growth. It is about exploring feelings and emotions and enjoying confidence in one’s own ability.
- 2.3 In order to achieve this aim the Governing Body and staff are committed to providing an excellent education for all its children. Specifically in the curriculum we aim to:
  - Create a happy, caring and secure environment promoting an ethos which reflects the school’s commitment to high achievement, good relationships and the equality of opportunity for all children;
  - Offer a broad, balanced and relevant curriculum, providing challenging

programmes of study which enable pupils of all abilities to achieve their full potential;

- Promote high standards of morals, values and behaviour. We will encourage all children to work hard, to take responsibility for their actions and co-operate with and respect others as well as themselves.
- As a school we will teach SRE in line with our Christian values, there are 12 of these which are covered over two years. These include: Trust, Service, Thankfulness, Forgiveness and Courage.

### **3. ENTITLEMENT**

- 3.1 Sex and Relationships Education is an entitlement for all pupils at St Nicholas C of E Primary School. Within the context of healthy mutual relationships, it seeks to encourage respect for self, respect for others and responsibility for one's own actions.
- 3.2 Aspects of sex education that form part of Science in the National Curriculum are statutory at all Key Stages. These include biological aspects of human reproduction, anatomy, puberty, uses of hormones to control fertility and how viruses can affect human health.
- 3.3 The minimum statutory requirement for SRE is that schools must deliver the National Curriculum for Science to all children within the school. By the end of Key Stage 1, children are expected to have an understanding of the following: -
- How animals, including humans, move, feed, grow, use their senses and reproduce.
  - Children should name and recognise the main external parts of the human body.
  - That humans can produce offspring and these grow into adults.
  - Children should recognise similarities.
- 3.4 By the end of Key Stage 2 (KS2), children are expected to have an understanding of the following: -
- That the life processes common to humans and other animals include nutrition, growth and reproduction.
  - The main stages of the human life cycle, including puberty.

### **4. OBJECTIVES**

- 4.1 By the end of primary school we endeavour to:-
- reassure children of their value and self worth;
  - promote the value of family life, marriage and stable loving relationships for bringing up children;
  - enable pupils to understand the value of mutual respect, love and care;
  - teach pupils to understand that there are different family units;
  - teach pupils to understand how to manage emotions and relationships confidently and develop sensitivity towards the needs of others;
  - give pupils self respect and understanding of others;
  - teach pupils to understand physical development at appropriate stages and be prepared for puberty;
  - teach pupils to understand sexual development and provide knowledge of

- human reproductive processes;
- inform pupils about matters of personal hygiene and related health issues.

## **5. ORGANISATION AND MANAGEMENT**

- 5.1 Sex and Relationships Education will be taught by the class teacher with the support of health professionals on occasion. SRE is planned and delivered as part of the PSHE curriculum and teaches about the emotional, social and physical aspects of growing up. It aims to equip children with the information and values to have safe and fulfilling relationships and to take responsibility for their own health and well-being. It complements the Taking Care Project 'Protective Behaviours' curriculum that is taught across the school during the two weeks prior to the Autumn half term and the two weeks that follow it (four in total). This highly successful scheme, sponsored by the Warwickshire Safeguarding Children Board, aims to safeguard children and covers the following areas: -
- Rights and responsibilities
  - Feelings and emotions
  - Safe feelings
  - Physical signs associated with feeling unsafe
  - Building networks of adults who can help
  - Importance of telling and persistence
- 5.2 Protective Behaviours is about empowerment, communication, self-esteem and other life skills. It does not include sex and relationships education materials.
- 5.3 There is a whole school approach from Reception to Year 6. Sex and Relationships lessons will be based on the FPA teaching resource: Growing Up with Yasmine and Tom.
- 5.4 St Nicholas C of E Primary believes that Sex and Relationships Education is a continuing developmental process, which includes the exploration of attitudes, values and the development of skills, as well as the presentation of factual knowledge.
- 5.5 The programme will be tailored to the physical and emotional maturity of the class. In a graduated way it will cover: -
- My Body
  - Life Cycles
  - Keeping Safe
  - Feelings
  - Relationships
  - Online technology safety
  - Gender Stereotypes
- 5.6 In the Upper Key Stage 2 the programme will cover the changes that occur at puberty, relationships and sexual development.
- 5.7 Teachers will use a variety of techniques to create a safe and comfortable environment in which to teach the Sex and Relationships programme. These include: -

- teach Sex and Relationships Education in accordance with SRE policy;
- establishing ground rules with the pupils before the session;
- depersonalising discussions to protect privacy and avoid embarrassment;
- knowing how to deal with unexpected questions;
- respond to the individual needs of children, giving relevant support should a child be experiencing difficulties;
- using discussion techniques and appropriate materials;
- encourage reflection;
- respond appropriately to those children whose parents wish them to be withdrawn from Sex and Relationships Education.

5.8 The personal beliefs and attitudes of teachers will not influence the teaching of sex and relationship education.

5.9 The programme will be monitored by the class teacher, PSHE Leader and the Safe Guarding Governor.

5.10 ***The governing body will: -***

- ensure the legal framework is followed;
- implement the Sex and Relationships Education policy through the Head of School;
- consult with parents when necessary;
- consult with outside agencies who support teaching and learning i.e. health professionals.

5.11 ***The Head of School will: -***

- implement the Sex and Relationships Education policy;
- ensure the policy is followed;
- liaise with governors on the teaching in the school;
- liaise with parents;
- provide appropriate and sufficient resources;
- respond to individual problems experienced by children accordingly
- make copies of the summary statement available for inspection by parents and provide a copy of the policy to any parent who requests one.

5.12 ***All staff will:***

- teach Sex and Relationships Education in accordance with the SRE policy;
- implement the agreed scheme of work;
- respond to the individual needs of children, giving relevant support should a child be experiencing difficulties;
- respond appropriately to those children whose parents wish them to be withdrawn from sex education.
- respond appropriately to the needs of children, giving relevant support should a child be experiencing difficulties;

## **6 WORKING WITH PARENTS AND CARERS**

6.1 Parents/carers are the most important people to teach their children about sex

and relationships, maintaining the culture and ethos of the family, and helping children to cope with the emotional and physical aspects of growing and changing. However, many parents find this difficult. The Sex and Relationships Education programme aims to work with parents/carers to ensure that all children receive sufficient information to prepare them for the physical and emotional changes of adolescence.

- 6.2 The school provides support for parents in helping children learn the biological names for sexual parts of the body; talking with the children about their feelings and relationships. Feedback from parents/carers is very helpful. A copy of this policy is made available to parents.

## **7 WITHDRAWING A CHILD FROM SEX EDUCATION**

- 7.1 Parents/carers have a right to withdraw their child from all or part of the Sex and Relationships Education programme provided by the school except those parts contained within the statutory National Curriculum for Science. It is necessary to inform the class teacher or Head of School in writing if a child is to be withdrawn, the child will continue to be withdrawn unless the parent instructs otherwise. The reasons for withdrawing a child do not need to be stated but the parents/carers will be invited to discuss their request with the Head of School so that any misunderstanding can be resolved and the arrangements for the child discussed. If a concern cannot be resolved, the Safe Guarding Governor can be contacted. In the event of a child being withdrawn from a lesson, that child will be provided with appropriate, challenging work until the lesson is over.
- 7.2 Materials may be made available for watching with parents/carers at home.

## **8 PLANNING**

- 8.1 Planning for Sex and Relationships Education is a whole school responsibility.
- 8.2 In planning the curriculum, teachers provide: -
- a clear and consistent framework of values, supported and agreed by all in which to work;
  - a classroom climate that encourages a high level of interest where all children can explore and express their own ideas.

## **9 TEACHING AND LEARNING**

- 9.1 Sex and Relationships Education is delivered as part of the PSHE curriculum (which also includes e-safety and citizenship) and relies on the use of a variety of learning methods that suit the learning intentions of the lesson and the different learning abilities of the pupils.
- 9.2 The class teacher is responsible for the delivery of Sex and Relationships Education and where appropriate the use of outside agencies to support the teaching and learning.

- 9.3 Through Sex and Relationships Education, children should develop confidence in talking, listening and thinking about feelings and relationships. They should be able to name parts of the body and describe how their body works and changes. They should be able to protect themselves and ask for help and support.
- 9.4 Before commencing the teaching classes will agree on rules, recognising the sensitivity of the work and the discussions likely to arise. Effective ground rules create an atmosphere in which children value each other's contribution and develop respect for one another.
- 9.5 Teachers should encourage children to ask questions. Question boxes will be in all classrooms for children to ask their questions privately and teachers should answer them openly and honestly when the question is of general interest to the whole class. When the question requires explicit information or information inappropriate to the age group of the children then the teacher may request that the child takes the question home with them.
- 9.6 Visitors may play a complementary role in the classroom, whether it is the school nurse or 'new mum' with her baby, a visitor can provide exciting and insightful experience children and should be valued.
- 9.7 Progression and continuity are built into the programme from Reception to Year 6.

## **10 RATIONALE**

- 10.1 St Nicholas C of E Primary School believes that sex education is a continuing, developmental process, which includes the exploration of attitudes and values and the development of skills, as well as the presentation of factual knowledge. As with all learning, Sex and Relationships Education is relevant to pupil needs and their age and stage of development.

## **11 EQUALITY AND EQUAL OPPORTUNITIES AND INCLUSION**

- 11.1 In support of the school policy for Equality and Equal Opportunities all pupils, regardless of age, ability, gender or race, have the opportunity to benefit from the sex education, resources and teaching methods unless their parents or guardian requests otherwise. Everyone is valued and treat one another with respect. Pupils should be provided with the opportunity to experience, understand and celebrate diversity.

## **12 SPECIAL EDUCATIONAL NEEDS**

- 12.1 At St Nicholas C of E Primary School, we believe that all children should be given opportunities to participate in and have their contribution to lessons recognised and celebrated. It is the responsibility of the class teacher to provide appropriate access for any children with special educational needs.

## **13 LEGAL REQUIREMENTS**

- 13.1 SRE (Sex and Relationships Education) is a National Curriculum non core subject.



Schools are required to teach all core/non core subjects in order to provide a broad and balanced curriculum.

13.2 Children in the Foundation Stage are required to follow the areas of learning as set out in the early learning goals.

## **14 USE OF VISITORS**

14.1 We acknowledge the valuable support the school nurse and other professionals may offer to enhance the Sex and Relationships Education programme. All visitors however, are used in addition to, not instead of, a planned programme.

14.2 Teachers may choose to use health care professionals, especially our school nurse, to talk to children about puberty and sexual reproduction. Visitors will be used in line with our SRE policy and will not replace the teacher in the classroom, but will play a complementary role. Visitors should understand their role and the nature and purpose of the lesson: teachers should brief them about their input, responding to the children's questions, disclosure and confidentiality.

## **15 QUESTIONS FROM PUPILS**

15.1 Pupils' questions will be answered sensitively and appropriately. If a question is thought not to be suitable for the whole group then the teacher will arrange to answer it later on an individual basis.

15.2 If there is a risk of the teacher being compromised when speaking to an individual pupil he/she will arrange to be accompanied by another teacher. Alternatively it may be more appropriate to send the question home to parents and carers.

## **16 ASSESSMENT, RECORDING AND REPORTING**

16.1 Effective assessment is an integral part of teaching and learning. Pupils' knowledge about Sex and Relationships Education will be assessed as part of the Science curriculum. Assessing children's progress in SRE is an ongoing process that takes place as a result of carefully planned learning outcomes. In the Cambridge schemes of work learning outcomes in each unit show how children can demonstrate what they have learnt in each unit. These learning outcomes are planned for in medium and short term planning using the school's agreed planning format.

16.2 The work the children do and say during discussions serve as a record. It is not necessary to make detailed records in relation to these outcomes. However, strengths and areas for development may be noted by the teacher.

## **17 STAFF DEVELOPMENT**

17.1 It is the responsibility of the Head of School and PSHE Subject Leader to be aware



of the training needs of individual members of staff where SRE is concerned and where priorities and finances permit, suitable courses will be offered.

- 17.2 It may be appropriate, at times, to use staff meetings or INSET days to develop teaching and learning in SRE.

## **18 RESOURCES**

- 18.1 Sex and Relationships Education is part of the PSHE curriculum in our schools. All resources used for SRE are appropriate to the age, stage of development and ability of the pupils. Resources may be loaned from Warwickshire Health Promotion Services (which works in partnership with schools and the School Health Services). All resources are selected and checked for stereotyping, bias and prejudice, and are subject to continuous review.

## **19 COMPLAINTS PROCEDURE**

- 19.1 Any parent/guardian who has a concern about the Sex and Relationships Education programme should discuss it with the class teacher, PSHE Leader, Head of School or Safe Guarding Governor.
- 19.2 Any formal complaint will be dealt with according to the usual school complaints procedure.

## Specific Issues Statement

### Child Protection Issues

The school will follow up any concerns about child abuse in accordance with procedures laid down by the Warwickshire Safeguarding Children Board. All referrals, whatever their origin, are taken seriously and considered with an open mind, which does not pre-judge the situation. The procedures adopted within the Local Authority are based on the principle that the interests of the welfare of the child are paramount.

### Confidentiality

Confidentiality should not prevent action being taken if a child is 'at risk'. Teachers listen sympathetically to anything a child tells them in confidence; however, if a teacher believes that a child is at risk, the appropriate people will be contacted – in accordance with the above Child Protection Procedures.

### Sensitive Issues

It is agreed that teachers should answer all children's questions relating to Sex and Relationships Education in an open and factual way, taking into consideration the family background, culture, religious beliefs and pupils' differing experiences.

The following ground rules have been established: -

- a) no-one (child or adult) has to answer a personal question;
- b) nobody is forced to take part in discussion;
- c) teachers should not enter into discussions about personal issues or personal lifestyles;
- d) in discussion, teachers will promote the knowledge and use of biological names for external body parts;
- e) meanings of words are explained in a sensible and factual way.

### Summary for Parents

The governors believe that Sex and Relationships Education (SRE) is an entitlement for all pupils at St Nicholas C of E Primary School. Within the context of healthy mutual relationships, it seeks to encourage respect for self, respect for others and responsibility for one's own actions.

We value the importance of SRE to help and support children through their physical, emotional and moral development. We recognise the partnership of home and school, of parent and teacher, in this important area of personal development.

We seek to work with parents to ensure that the teaching of SRE reflects their expectations and complements teaching at home. Parents are important in teaching children about relationships and sex, maintaining the culture and ethos of the family and helping children to cope with the physical aspects of growing up, to move with confidence from childhood through to adolescence into adulthood.

Sex and Relationships Education is delivered within the Science Curriculum and Personal, Social and Health Education curriculum (PSHE). This is a whole school approach.

Parents have the right to withdraw children from identified SRE which is provided outside National Curriculum Science. Nationally fewer than 1% of parents elect to withdraw their children from Sex and Relationship lessons, and the majority of the 1% withdraw for religious reasons.

If a parent/guardian wishes to withdraw a child they should discuss their concerns with the Head of School. If parents have any concerns about the Sex and Relationships Education policy, they should approach the PSHE Leader, Head of School or class teacher. In the event of a child being withdrawn from a lesson, that child will be provided with appropriate, challenging work until the lesson is over. If concern cannot be resolved, the Safe Guarding Governor can be contacted.