



St Anne (Stanley) Church of England Primary SEX AND RELATIONSHIPS POLICY

Rationale & School Statement:

St Anne's Primary School gives the highest importance to the welfare of pupils. An important aspect of this is to ensure that pupils are educated about the changes and developments that will occur to their body, emotions and relationships as they grow and develop in life. The school is therefore committed to providing pupils with; factual information and key vocabulary so they can discuss issues knowledgeably and openly, a recipe for building and maintaining good friendships, opportunities to develop decision making skills and communication skills within relationships & opportunities for children to learn how to deal with and manage their emotions.

The Senior Leadership Team, Healthy Schools Subject Leaders and the Science Subject Leaders have overall responsibility for the sex and relationships education policy.

AIMS OF SEX AND RELATIONSHIPS EDUCATION

St Anne's Primary School believes that sex and relationships education (SRE) in this school will be developmental and a foundation for further development in the secondary school. SRE will contribute to the requirements of section 1 of the 1988 Education Reform Act and the school curriculum should be one which:

- 'promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and
- prepares such pupils for the opportunities, responsibilities and experiences of adult life'

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 school will work towards these aims in partnership with the parents/carers. The aim of the SRE policy is to clarify the content and manner in which SRE will be delivered in this school.

Other school policies which have relevance to SRE are:

- PSHE/Citizenship
- Equal Opportunities
- Safeguarding
- Behaviour/Anti-bullying

- Teaching and Learning
- Special Educational Needs
- Drugs Education

MORAL AND VALUES FRAMEWORK

The SRE programme will reflect the school's over-arching aims and demonstrate and encourage the following values:

- respect for self
- respect for others
- respect for the environment
- responsibility for their own actions
- responsibility for their family, friends, school and wider community

CONTENT

The SRE program will:

- provide information that is relevant and appropriate to the age and developmental stage of the pupils
- develop skills of assertiveness, communication and effective dialogue in relationships
- encourage the exploration and clarification of values and attitudes
- foster self esteem, positive self-image and confidence
- celebrate the value of all loving relationships

Topics and themes will be revisited from year to year taking account of the pupils' development. The content of the SRE programme will be based on the SRE Christopher Winter Project (CWP) Scheme of work recommended in consultation with the LA.

TEACHING AND LEARNING

SRE is taught by classroom teachers and if appropriate, outside visitors. A range of teaching methods which involve a pupil's full participation are used to teach SRE. These include use of video, discussion, looking at case studies, drama and role-play. SRE is usually delivered in mixed gender groups. However, there may be occasions where single gender groups are more appropriate and relevant.

EYFS

Children learn about the concept of male and female and about young animals. In on-going PSHE work, they develop skills to form friendships and think about relationships with others. They will also be taught:

- to recognise, name and deal with their feelings in a positive way.
- to think about themselves, learn from experiences and recognise what they are good at.
- to agree and follow rules for their group and classroom and understand how rules help them.
- to be able to name their body parts.

KEY STAGE 1

Through work in science, children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In PSHE, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

Children will be taught:

- to take part in discussions with one other person and the whole class.
- to recognise choices they can make and recognise the differences between
- right and wrong.
- to agree and follow rules for their group and classroom and understand how rules help them.
- that family and friends should care for each other.
- to maintain personal hygiene.

KEY STAGE 2

In science, children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby in years 5 and 6. Children are taught about the physical, emotional and social changes at puberty, which include the importance of personal hygiene. In PSHE, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures. Sex and relationship education should focus on the development of skills and attitudes, and not just the acquisition of knowledge.

Children will be taught:

- to talk and write about their opinions, and explain their views on issues that affect themselves and society.
- to research, discuss and debate topical issues, problems and events.
- why and how rules are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.
- to resolve differences by looking at alternatives, making decisions and explaining choices.
- to recognise the different risks in different situations and then decide how to behave responsibly, including safe road use, and judging what kind of physical contact is acceptable or unacceptable.

- to recognise as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way.
- what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health and how to make informed choices.
- that pressure to behave in an unacceptable or risky way can come from a variety of sources including people they know, and how to ask for help and basic techniques for resisting pressure to do wrong.
- that their actions affect themselves and others, to care about other people's feelings and try to see things from their point of view. about how the body changes as they approach puberty.
- to be aware of different types of relationships including marriage and those between friends and families, and to develop skills to be effective in these relationships.

ORGANISATION

SRE will be coordinated by the PSHE Subject leader under the remit of the Healthy Schools Curriculum Team following guidance from Julie McCann, Liverpool School Improvement Service Healthy Schools team.

Delivery of the SRE scheme of work in each year group will take place across an agreed week each year throughout the whole school. Additional sessions may be delivered:

- as PSHE topics including Philosophy for Children
- through planned aspects of science
- addressed occasionally in assembly time
- through planned visits from relevant outside agencies, such as Red Cross, Stonewall, NSPCC Childline, Brook Advisory Service
- through pastoral time
- through story time

The resources used will be made available for parents/carers to view and discuss. St Anne's Primary is committed to working towards equal opportunities in all aspects of school life. All resources and teaching methods used will support this commitment.

SPECIFIC ISSUES

DEALING WITH DIFFICULT QUESTIONS

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions, for example the use of an anonymous question box as a distancing technique.

Teachers will endeavor to answer questions as honestly as possible, but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs. The governors support individual teachers in using their discretion and skill in these situations and can refer to the PSHE Subject Leader or Headteacher if they are concerned.

LEGAL REQUIREMENTS

The National Curriculum 2014 states :

'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Sex and relationship education (SRE) is an important part of PSHE education.'

EQUAL OPPORTUNITIES

Every child is entitled to receive SRE, regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, and looked after children. It is our intention that all pupils have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development, including differentiated provision if required.

SPECIAL EDUCATIONAL NEEDS

Teaching and resources will be differentiated as appropriate to address the needs of pupils with Special Educational Needs in order for them to have full access to the content of SRE.

CHILD PROTECTION / CONFIDENTIALITY

All staff delivering SRE need to be aware that effective SRE, brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. Should this situation arise, the staff member will inform the Head Teacher /Designated Child Protection person in line with the procedures for child protection and safeguarding based on the LA guidelines and recommendations. Staff would make it clear to a child at this point that confidentiality cannot be assured if concerns exist. All members of staff at St Anne's Primary have attended Safeguarding training.

OUTSIDE AGENCIES

On occasion outside agencies may be involved in classroom based work as part of the SRE programme. They will be required to work within the school's moral framework outlined earlier. Any agency representative will need to have a relevant DBS certificate if appropriate.

WORKING WITH PARENTS/CARERS AND PUPIL WITHDRAWAL PROCEDURES

St Anne's Primary School is committed to working together with parents/carers. We will share all lesson plans and examples of resources that are used in each year group for delivering the SRE programme with parents/carers at pupil consultations throughout the year. We will also offer a dedicated SRE drop in session with the PSHE lead and a member of the SLT to discuss and answer any further questions or suggestions.

Under the 1993 Education Act pupils can be withdrawn by their parents/carers, from part of the SRE programme that is outside the compulsory elements of SRE in the National Science Curriculum.

*'Parents have the right to withdraw their children from all or part of the sex and relationship education provided at a school **except** for those parts included in the statutory National Curriculum'*

*'Section 405 of the **Education Act 1996** provides the right of parental withdrawal from all or part of SRE provided at school **except** for those parts included in the National Curriculum (see sections 3.6 and 3.10)'*

SRE Guidance - DfES 2000

Parents/Carers wishing to exercise this right are asked to write to the Headteacher who will explore the concerns. They will discuss the possible impact that withdrawal may have on the pupil and will talk with the parents/carers about the pupil's possible negative experiences or feelings that may result from exclusions and ways which these can be minimised. Once a pupil has been withdrawn they cannot participate in sex and relationships education until the request of withdrawal has been removed.

DISSEMINATION OF THE POLICY

All staff members and governors will receive a copy of this policy and it will be available on the staff share policy folder.

EVALUATION, MONITORING AND REVIEW

Elements of sex and relationships education within the science curriculum will be formally assessed. The policy will be reviewed using a consultative process which identifies teacher, pupil and parent feedback on the sex and relationship education programme.

The governors' Learning and Teaching Committee will have a link role between the school and governing body.

Chair of Governors
Rev. Emma Williams

Date: October 2017

Headteacher
Mrs Julie Simons

Date: October 2017

Review date: October 2019

Useful references

<http://www.sexeducationforum.org.uk/>

<https://www.education.gov.uk/publications/eOrderingDownload/SRE-Review-2008.pdf>

Expect Respect Toolkit

<http://www.womensaid.org.uk/page.asp?section=00010001001400100004§ionTitle=Education+Toolkit>

Appendix 1

CWP Curriculum Overview

Reception

Our Lives:

- Lesson 1: Our Day
- Lesson 2: Keeping ourselves Clean
- Lesson 3: Families

Year 1

Growing and Caring for Ourselves

- Lesson 1 Keeping Clean
- Lesson 2 Growing and Changing
- Lesson 3 Families and Care

Year 2

Differences

- Lesson 1 Differences: Boys and Girls
- Lesson 2 Differences: Male and Female
- Lesson 3 Naming Body Parts

Year 3

Valuing Difference and Keeping Safe

- Lesson 1 Differences: Male and Female
- Lesson 2 Personal space
- Lesson 3 Family Differences

Year 4

Growing Up

- Lesson 1 Growing and Changing
- Lesson 2 What is Puberty?
- Lesson 3 Family Differences

Year 5

Puberty

- Lesson 1 Talking about Puberty
- Lesson 2 Male and Female Changes
- Lesson 3 Puberty and Hygiene

Year 6

Puberty, Relationship and Reproduction

- Lesson 1 Puberty and Reproduction
- Lesson 2 Understanding Relationships
- Lesson 3 Conception and Pregnancy
- Lesson 4 Communication in Relationship