

## Christ Church CofE Primary School

### SRE Policy 2015-2016

#### Introduction

At Christ Church CofE Primary, we aim to provide a broad and balanced curriculum tailored to individual pupil needs, which will enable all children to achieve their maximum potential. We also strive to ensure that all pupils develop an enthusiasm for and a love of learning.

#### Ethos and Values

Sex and relationship education (SRE) will reflect the values of the PSHE and Citizenship programme. SRE will be taught in the context of relationships. In addition SRE will promote self-esteem and emotional health and well-being and help them form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

At Christ Church CofE Primary, we aim to provide a holistic education for all children. Every pupil will receive their full entitlement to SRE regardless of their educational ability, gender, race, disability, sexual orientation, ethnicity or faith. We aim to support children in their emotional, cultural and social, as well as academic development.

#### Definition

According to the Sex and Relationship Education Guidance (DfE 0116/2000, SRE is '*lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships.*'

#### Aims

Contributing to the foundation of PSHE, the school's SRE programme aims to 'explore attitudes and values with children about relationships, emotions, self-esteem and personal safety.' Children will develop skills in order to make positive decisions about their health related behaviour. During SRE children will 'develop personal and social skills and a positive attitude to growing up'.

#### Objectives

The school aims to provide a graduated, age-appropriate SRE programme emphasising the social and emotional aspects of relationships.

Education about relationships **for 3-7 year olds** will focus on the building of self-esteem and confidence by encouraging learners to:

- respect, value and care for themselves and others,
- value recognise and communicate their feelings,
- form friendships and relationships,
- respect boundaries – their own and other peoples.

SRE will teach **7-11 year olds** to understand:

- the range of their own and others' feelings and emotions,
- the importance of personal safety and what to do or to whom to go when feeling unsafe,
- to develop and use communication skills and assertiveness skills to cope with the influences of their peers and the social media,
- to be prepared for puberty and adulthood, including physical and emotional changes that take place at puberty, including conception, pregnancy and birth.

## **Implementation**

Sex and Relationship Education is delivered through science, RE, PSHE, citizenship, ICT, literacy activities, and 'circle time'. A planned and co-ordinated approach to each subject can provide an appropriate framework for SRE to take place providing pupils with a consistent message.

SRE is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as the school nurse. A range of teaching methods include use of video, discussion, looking at case studies, drama and role-play.

Sex and relationship education is usually delivered in mixed gender groups however, there may be occasions where single gender groups are more appropriate and relevant

The minimum statutory requirement for SRE is that schools must deliver the **National Curriculum for Science** to all children within school:

### **Key Stage 1**

- 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.

### **Key Stage 2**

- 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.

## **Inclusion**

'Mainstream schools and special schools have a duty to ensure that children with special educational needs and learning difficulties are properly included in sex and relationship education. Sex and relationship education should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives.'

### *DfEE SRE Guidance July 2000*

Young people may have varying needs regarding SRE depending on their circumstances and background. The school strongly believes that all pupils should have access to SRE that is relevant to their particular needs. To achieve this, the school's approach to SRE will take account of:

**The needs of boys as well as girls** Girls may have greater access to SRE than boys, both through the media (particularly magazines) and the home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them, such as single sex grouping at times. We shall also be proactive in combating stereotyping, sexism, sexist bullying, teasing and name calling using sexualised language.

**Ethnic and cultural diversity** Different ethnic and cultural groups may have different attitudes to SRE. The school has a pluralist approach that takes account of parents' views and promotes respect for, and understanding of, the views of different ethnic and cultural groups.

**Varying home backgrounds** We recognise that our pupils may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

**Sexual orientation** On average, about 5% of our pupils will go on to define themselves as lesbian, gay, bi-sexual or transgender (LGBT). Students may also have LGBT parents/carers, brothers or sisters, other family members and/or friends. All our pupils will meet and work with LGBT people. Our approach to SRE will include sensitive, honest and balanced consideration of sexual orientation and sexual identity and will recognise / celebrate difference and diversity.

**Special educational needs** We shall take account of the fact that some pupils may have learning, emotional or behavioural difficulties or physical disabilities that result in particular SRE needs.

**The teaching programme for Sex and Relationship Education** We intend that all pupils shall experience a programme of sex and relationships education at a level which is appropriate for their age and physical development, with adaptations for those whose cognitive development is particularly slow.

**Pupils who use alternative methods of communication** Some pupils have physical, visual or hearing impairments or are unable to use speech and may use signing, symbols and/or communication switches and aids. The staff will adapt their teaching of sex and relationship education to ensure that these pupils have equal access.

**Pupils with autism** will require individual teaching to meet their specific needs. SRE may be included in a TEACHH programme and Picture Exchange Communication Systems (PECS) is suitable for areas such as toilet training. Explicit teaching and use of pictures and visual aids is essential to avoid confusion.

### **Dealing with difficult topics / questions**

All teachers are aware of the ground rules which provide an agreed structure to answering sensitive or difficult questions. Teachers will endeavour 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.

- **'Silly questions'** Children are testing boundaries and have no interest in the answer. In this case, teachers will not answer questions, and explain that they are inappropriate.
- **'Concerning questions'** these could possibly be indicative of safeguarding issues. In this case, teachers will follow the school safeguarding procedures.
- **'Genuine questions'** the child has a genuine but age inappropriate question. In this case, the child's question will be acknowledged, with a promise to return to it later. The class teacher will then consult with the child's parents, and discuss if they would like to answer, or they want school to answer, in the case of the latter, it will be discussed with parents how much information they are happy for their child to have.

### **Parental Consultation**

The Sex and Relationship Education policy is shared on the school website and full detail are available on request. The school informs parents when aspects of the sex and relationship programme are taught and will be given an outline of the lessons in advance so they are able to make an informed decision.

Parents have the right to withdraw their children from those aspects of sex and relationship education, not included in the Science National Curriculum. However this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education.

*'If the parent of any pupil in attendance at a maintained school requests that he may be wholly or partly excused from receiving sex education at the school, the pupil shall, except so far as such education is comprised in the National Curriculum, be so excused accordingly until the request is withdrawn.'* Education Act 1996 (Section 405)

### **Safeguarding / Confidentiality**

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

- The staff member will inform the Head Teacher /Designated Child Protection person in line with the LEA procedures for child protection.
- A member of staff cannot promise confidentiality if concerns exist.

### **Monitoring, Assessing and Reviewing**

To ensure that the policy is adhered to and is effective, it will be monitored, reviewed and evaluated regularly. The school will assess the effectiveness of the aims, content and methods in promoting pupils' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents. The

effectiveness of the SRE programme will be evaluated by assessing children's learning and implementing change if required.

## APPENDIX

Valuing All God's Children – Guidance for Church of England Schools on Challenging Homophobic Bullying (Free to download)