



## Relationship and Sex Education

The Department for Education's (DfE's) list of statutory policies for schools says that all schools, except maintained nursery schools, are required to have a sex and relationship education (SRE) policy. SRE is only compulsory from the age of 11 in maintained secondary schools. All pupils in maintained primary schools must be taught the aspects of SRE that form part of the science National Curriculum.

### Weobley High School

In the spring term of Year 7 all pupils cover a module, in science, on the female and male sexual organs. Details of puberty and sexual intercourse are covered in detail.

At St Mary's we see SRE as a necessary part of the development of the whole child. Topics are cross curricular and are taught within a Christian framework.

### Context of the Policy

The purpose of this document is to provide for teachers, parents and governors a clear summary of the role of relationship and sex education (SRE) within the broad education offered at St Marys C.E. Primary School. SRE is firmly rooted in our school's Personal, Social and Health Education (PSHE) Framework and is also delivered as part of other curriculum areas including Science and RE.

This policy links equal opportunities policy, safeguarding policy and health and safety policy. SRE is lifelong learning about positive relationships, emotions, sexuality and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. Sex and relationship education should empower children and young people, build self-esteem, offer a positive and open view of sex and support sexual self-acceptance and mutual respect'.

The policy is used by:

- teachers, who will look to it to guide their lesson planning and to put boundaries around the issues they can explore with children and young people, and the range of ways that these can be explored.
- parents, who will look to see both the SRE curriculum content and the values the school is promoting.
- health professionals, visiting speakers and so on, who will want to know the aims, objectives and values the school's SRE promotes, agreed teaching methodologies and boundaries for their work with young people
- partner schools, who will want to know the school's approach to SRE so they can plan their curriculum in a way that ensures continuity of values and progression in learning.

## **Aims and objectives**

The Sex and relationship education SRE supports and promotes our pupils' 'spiritual, moral, social, cultural, mental and physical development and prepares them for the opportunities, responsibilities and experiences of adult life' curriculum.

At St Mary's, SRE is underpinned by the ethos and values of our school and we uphold it as an entitlement for all our pupils. We believe that a Church school should positively set standards of behaviour and morality which are informed by Christ's teaching and not merely accept or reflect existing social and moral standards. The pupils will be encouraged to have due regard to moral considerations and the value of 'family' life. We recognise the need to work as a whole school community to ensure a shared understanding of SRE.

We aim to develop an understanding in our pupils of the biological, emotional, social, legal and moral aspects of sex and sexuality. We teach SRE within the wider context of building self-esteem, emotional well-being, relationships and healthy lives beginning in the early years through to Year 6. The SRE curriculum will be concerned with:

- the discussion of attitudes and values
- the development of a range of personal and social skills
- the provision of factual information and the development of the understanding

SRE will match the age and maturity of the pupils involved. For KS1 and KS2, our learning outcomes include:

### **Key Stage 1:**

Within the context of a caring Christian ethos, children are encouraged to identify and respect differences and similarities between people. The youngest children are helped to recognise their feelings and to be positive about their abilities. By the end of the Key Stage, children should be able to express and explain their opinions. They should understand the importance of listening to others and being tolerant.

### **Key Stage 2**

#### **Attitudes and Values**

- to learn the value of respect, love and care
- to learn to value and respect ourselves and others
- to develop an understanding and valuing of diversity
- to promote a positive attitude to healthy lifestyle and keeping safe
- to developing an understanding of the value of family life and an appreciation of the many different types of family.

#### **Personal and Social Skills**

- to learn how to identify and manage emotions confidently and sensitively
- to develop self-respect and empathy for others
- to develop communication skills with peers, school and family
- to learn how to assess risk and to develop strategies for keeping safe including internet safety

- to develop an understanding of difference and an absence of prejudice.

### Knowledge and Understanding

- to recognise and name the main external parts of the body including agreed names for sexual parts
- to know the basic rules for keeping themselves safe and healthy
- to know about human life processes such as conception, birth and puberty
- to develop an understanding of the physical and emotional aspects of puberty
- to learn that safe routines can stop the spread of viruses such as HIV
- to know who can provide help and support.

### The sex and relationship education curriculum

SRE is delivered through the four interrelated strands of PSHE:

- A) Developing confidence and responsibility and making the most of pupils' abilities.
- B) Preparing to play an active role as citizens.
- C) Developing a healthy safer lifestyle.
- D) Developing good relationships and respecting the differences between people.

## Science

SRE includes elements of the statutory Science curriculum

### Key Stage 1:

In Key Stage 1 there is an emphasis on growth and change. Children will observe and discuss some of the changes that occur during the life cycles of different animals. This will include studying the pattern of development in humans. Children will make their own timelines and focus on the changes that have occurred since they were babies and toddlers. Children will find about the basic needs of animals for survival including nutrition, exercise and the reproduction of young.

### Animals including humans

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

### Key Stage 2:

Lower Junior's (See Science 3&4 Programme)

- Describe the life process of reproduction in some plants and animals.
- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird

### Upper Junior's (See Science 5&6 Programme)

## Animals including humans

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Evolution & Inheritance genes being passed from mum and dad in sperm and eggs. My Characteristics coming from my parents (joining at fertilisation).
- Describe the human life cycle and the changes as humans develop to old age.
- Growth and development of humans.
- They should learn about the changes experienced in puberty.

## Monitoring

Hanna Bannister (Governor) & Jane Clarke (The PSHE Co-ordinator) will endeavour to keep up-to-date with materials and guidance for SRE in line with other curriculum areas. The school will support this by affording them regular opportunities for appropriate training if and when required.

## Lead Teachers (All have Safeguarding Specialist Training)

Lead Teachers with their understanding and knowledge about their pupils in terms of age, maturity, development, religious, cultural and special needs are in the best position to deliver most SRE. Therefore, it is our aim that all teachers will be able to deliver SRE in their classes. The PSHE Co-ordinator Jane Clarke (Specialist Trained) will deliver many of SRE in her PHSE modular programme. We also welcome the support of visitors offering specialist support and links with St Mary's (e.g. Childline).

## Curriculum Delivery

### *Teaching*

Cross-curricular links, when appropriate SRE, will also be delivered in Science, IT, RE, Humanities and Literacy.

Termly PHSE modules are also used to cover aspects of the SRE. SRE will be taught in mixed groups so that boys and girls are encouraged to gain an understanding of gender differences. It is important that both boys and girls know about the experience of puberty for the opposite gender. However, there may be a planned session for single gender sessions in Year 6 to explore gender specific issues, such as management of periods and puberty.

Single gender sessions will also provide a forum for pupils to ask 'embarrassing' questions.

Our pupils have different abilities based on their emotional and physical development, life experiences, literacy levels and learning difficulties, but we will aim to ensure that all pupils are properly included in SRE. Active learning methods and drama techniques will be incorporated. Lead teacher will formatively assess pupils development and science understanding will be assessed summatively (Modular Tests).

The review and monitoring of this policy is the responsibility of the Lead Teachers who will ensure we are meeting the needs of all our pupils and delivering an effective SRE programme.

## Confidentiality and Child Protection

Our school is committed to acting in the best interest of all the individuals within the school community. Pupils in our school will be constantly reminded of the benefits of

confidentiality. All staff have received Level 2 universal safeguarding training and all lead teachers are specialist trained.

Pupils will also be told, in age and maturity appropriate language that teachers can keep confidentiality except when the teacher is concerned about their safety or that of another child. Teachers and support staff are aware that teaching SRE can lead to pupil disclosures of abuse. All staff and visitors involved in the delivery of SRE are also clear that they cannot offer or give unconditional confidentiality to children in the school. Staff are also aware of school child protection procedures, based on local guidance, that the principal Peter Kyles is DSL. Staff will reassure pupils that, if confidentiality has to be broken, they will be informed first and supported.

**This policy should be read in conjunction with the Safeguarding and Child Protection Policy.**

Date Implemented: April 2016      Review Date: September 2018

Approved by: Jane Clarke (Lead Governor for PSHE)

Person Responsible: Peter Kyles (Principal)