



Worksop Priory C of E Primary School

# Sex and Relationships Education Policy

## S.R.E.

Approved by Governors: Autumn 2013

Review Date: Autumn 2015

### **Introduction**

We have based our school's sex relationships education policy on the national guidance (National Children's Bureau 2006, 2004). In this document, sex relationships education is defined as 'learning about physical, moral and emotional development. It is about understanding 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'. Sex relationships education is part of the personal, social and health education curriculum in our school. While we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation.

### **Aims and objectives**

We teach children about:

- the physical development of their bodies as they grow into adults;
- the way humans reproduce;
- respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
- the importance of family life;
- moral questions;
- relationship issues;
- respect for the views of other people;
- sex abuse and what they should do if they are worried about any sexual matters.

## Context

We teach sex education in the context of the school's aims and values framework. While sex education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values, which underpin all our work in school. In particular, we teach sex education in the belief that:

- sex education should be taught in the context of marriage, committed relationships and family life;
- sex education is part of a wider social, personal, spiritual and moral education process;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others,
- it is important to build positive relationships with others, involving trust and respect;
- The School Council is engaged in discussions about the content of the SRE Policy. See Appendix 1 for Pupil Questionnaire.
- At Worksop Priory School we recognise the contribution that SRE in the Primary School can make to achieving Government Health Targets around the reduction of teenage pregnancies and sexually transmitted infections.
- At Priory School we are aiming to achieve the Healthy School's Gold Award and is committed to maintaining a high level of provision to support, develop and maintain the health and well-being of pupils, staff and all other members of the school community.

## Organisation

In science lessons in both key stages, teachers inform children about puberty and how a baby is born. For this aspect of the school's teaching, we follow the guidance material in the national scheme of work for science. In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

See Appendices 2 and 3 for an outline framework of PSHE/SRE learning objectives for Key Stages 1 and 2, showing the Skills, Knowledge and Attitudes developed as the children move up through the school.

PSHE/SRE is delivered during circle time, discrete PSHE time and through the termly themes. We teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty. For example, we tell the children that boys' voices will change during puberty and we explain to the children about menstruation in girls

Teachers do their best to answer all questions with sensitivity and care. In Year 6, we ensure that both boys and girls know about conception, contraception and birth. We always teach this with due regard for the emotional development of the children.

Parents are consulted with, and consent is sought for the teaching of SRE and they have the opportunity to see any videos or teaching materials before lessons take place.

Other policies related to the PSHE/SRE Policy include:

Cross-Curricular links as shown through the Whole School Curriculum Framework

Behaviour Policy including Anti-bullying

Child Protection Policy

Drugs Education Policy including Smoking and Alcohol

Equality of Opportunity and Racial Equality Statement

Health, Safety and Welfare Policy  
PSHE and Citizenship Policy  
Special Educational Needs & Inclusion

Paper copies of all policies are available on request and electronic versions can be accessed on our school website [www.prioryce.notts.sch.uk](http://www.prioryce.notts.sch.uk)

#### **The role of the Head Teacher (Mr. P Abbott)**

- to ensure that both staff and parents are informed about our sex education policy
- the policy is implemented effectively
- to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- to liaises with external agencies regarding the school sex education programme
- to ensure that all adults who work with children in school are aware of the school policy
- to monitor the policy on a regular basis and report to governors, when requested, on its effectiveness.

#### **The role of the Curriculum Governors**

- to ensure that an up to date SRE policy is in place and is made available to parents on request
- to ensure the SRE policy and curriculum are in line with the DCFS SRE Guidance
- to ensure the policy is reflected in a "whole school" approach

#### **The role of the PSHE/SRE Curriculum Manager (Mrs. L. Howard)**

- to lead a bi-annual review of the SRE policy
- to ensure that resources are relevant, appropriate and available to support the delivery of the agreed policy
- to lead the evaluation of the SRE programme
- to oversee the provision for any girls with menstruation needs [There are a supply of towels in the staffroom and sanitary bins in the Key Stage 2 girls toilet and the female staff toilet in the foyer]

#### **The role of parents**

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- consult parents about the school's sex education policy and practice (through Parent Voice)
- answer any questions that parents may have about the sex education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;
- inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home.
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- We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the head teacher, and make it clear in which aspects of the programme they do not wish their child to participate. The school always complies with the wishes of parents in this regard but any who do exercise their right to withdraw their child from the non-statutory aspects of SRE are offered resources i.e. books, booklets, videos etc. to support them in the delivery of sessions at home. Similarly if pupils are absent, every effort is made to ensure children missing SRE lessons are given the opportunity to catch up. Parents are given the opportunity to borrow resources and the school nurse is asked to revisit and speak with older pupils who may have missed important messages in the coverage of puberty.

### **The role of other members of the community**

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex education programme.

### **Confidentiality**

At Worksop Priory School, all members of staff have a duty to safeguard the well-being of children. At Priory School we recognise that the open discussions with PSHE/SRE may lead to children making disclosures about things that they are worried about or abuse. Teachers conduct PSHE/SRE lessons in a sensitive manner and in confidence. However, if a child does make a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher listens carefully to the child and then as a matter of urgency draws their concern to the attention of the school's Child Protection Officer (currently the Head Teacher). The head teacher will then deal with the matter in consultation with health care professionals. We use group agreements within PSHE/SRE sessions in order to ensure that children are aware that teachers cannot offer complete confidentiality in all instances.

Where a member of staff has to disclose information to the CPO or another party, this will only be done following discussion with the pupil. Sensitive information is only disclosed with careful attention paid to the rights and needs of individuals.

See the school's Child Protection Policy for more detailed information on the referral process.

### **Monitoring and review**

The Operations Committee of the governing body monitors our sex education policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. It gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments.

### **Equal opportunities and SEN**

As states in our Equal Opportunities Policy: "Equality of opportunity is not an "add on" feature of school life and the curriculum, but is implicit in the overall aims and values of the school. It demands equal access to educational experiences regardless of gender, ethnicity, ability, faith, culture, sexuality, sexual orientation, disability or home background. Fairness to the individual, whether a member of staff or pupil, is the basic principle to which we adhere."

The school delivers the SRE aspect of the curriculum to all pupils and each child is taught at an appropriate level for their understanding.

## Staff support and training

It is important that teaching staff feel confident in delivering sex and relationships education and in implementing this policy. SRE awareness training will be provided for all staff and for relevant governors. We will ensure that members of staff are regularly consulted as to their training needs and training is provided as appropriate to keep up to date with developments in SRE.

Documents used in the drafting of the SRE Policy

Laying the Foundations - SRE in the Primary School 2006  
Sex and Relationships Education Guidance - DfES 0116/2000  
Assessment, Evaluation and SRE in Primary Schools 2004

## OUTLINE SCHEME OF WORK FOR KEY STAGE 1

KEY STAGE 1 COVERAGE BY YEAR GROUPS		
LEARNING OBJECTIVES		
SKILLS Pupils will be able to:	KNOWLEDGE Pupils will know and understand:	ATTITUDES Pupils will have considered:
Recognise and compare the main external body parts of humans	That animals, including humans, grow and reproduce	Why families are special
Recognise similarities and differences between themselves and others and treat others with sensitivity	That humans and animals can produce offspring and these grow into adults	The similarities and differences between people
Identify and share feelings with others	The basic rules for keeping themselves safe and healthy	How their feelings and actions have an impact on other people
Recognise safe and unsafe situations	About safe places to play and safe people to be with	
Identify and be able to talk with someone they trust	The needs of babies and young people	
Be aware that their feelings and actions have an impact on others	Ways in which they are alike and different from others	
Make a friend, talk with them and share feelings	That they have control over their actions and bodies	
Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk	Why families are special for caring and sharing	

OUTLINE SCHEME OF WORK FOR KEY STAGE 2

KEY STAGE 2 COVERAGE BY YEAR GROUPS

LEARNING OBJECTIVES

SKILLS Pupils will be able to:	KNOWLEDGE Pupils will know and understand:	ATTITUDES Pupils will have considered:
Express opinions, for example about relationships and bullying	That the life processes common to humans and other animals include growth and reproduction	The diversity of lifestyles
Listen to, and support others	About the main stages of the human life cycle	Others' points of view, including their parents' or carers'
Respect other people's view points and beliefs	That safe routines can stop the spread of viruses including HIV	Why being different can provoke bullying and know why this is unacceptable
Recognise changing emotions with friends and family and be able to express their feelings positively	About the physical changes that take place at puberty, why they happen and how to manage them	When it is appropriate to take a risk and when to say no and seek help
Identify adults they can trust and who they can ask for help	The many relationships in which they are all involved	The diversity of values and customs in the school/ community
Be self-confident in a wide range of new situations, such as seeking new friends	Where individual families and groups can find help	The need for trust and love in established relationships
From opinions they can articulate to a variety of audiences	How the media impacts on forming attitudes	
Recognise their own worth and identify positive things about themselves	About keeping themselves safe when involved with risky activities	
Balance stresses of life in order to promote own mental health/ well-being and that of others	That their actions have consequences and be able to anticipate the results of them	
See things from other people's view points, for example their parents/carers	About different forms of bullying people and the feelings of both bullies and victims	
Discuss moral questions	Why being different can provoke bullying and know why this is unacceptable	
Listen to, support their friends and manage friendship problems	About, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three generations living together	
Recognise and challenge stereotypes, for example in relation to gender		
Recognise the pressure of unwanted physical contact, and know ways of resisting it		