



# Policy for Sex and Relationships Education

**At St. Mary's School we aim to:**

- Create a caring Christian community in which everyone is valued and able to learn and grow together;
- Inspire all our children to develop enquiring minds and a lifelong love of learning;
- Release potential through a broad and creative curriculum;
- Sustain an environment in which independence, respect and resilience will flourish;
- Nurture strong relationships between home, school, church and the wider community;
- Empower the children to become responsible local, national and global citizens.

**"Be the best I can in the love of Christ"**

## 1. Introduction

The objective of Sex and Relationship Education is to help and support young people through their physical, emotional and moral development. The programme, embedded in the school's Personal, Social and Health Education, will help children to respect themselves and others and move with confidence from childhood through adolescence and then into adulthood.

At St Mary's we place great emphasis on PSHE and SRE and believe it is important to develop the child not just academically, but socially and emotionally. We aim to instil positive values, which are under-pinned by the school's Christian ethos.

The purpose of this document is:

- a. to provide guidelines for the teaching staff and others involved in teaching Sex and Relationships Education (SRE);
- b. to inform parents about how the school approaches the teaching of SRE;

Guidance for the subject is provided in Sex and Relationship Guidance – DfEE 0116/2000.

This guidance must be followed by all those involved in teaching the subject.

The SRE scheme of work outlines the actual teaching of this subject.

The policy and scheme of work are available from the school office and on the school's web site.

## 2. Aims for the subject

Sex and Relationship Education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and personal health and hygiene.

It is **not** about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

It has three main elements:

- attitudes and values
  - learning the importance of values and individual conscience and moral considerations;
  - learning the value of family life and stable and loving relationships for the nurture of children;
  - learning the value of respect, love and care;
  - exploring, considering and understanding moral dilemmas;
  - developing critical thinking as part of decision-making.
- personal and social skills
  - learning to manage emotions and relationships confidently and sensitively;
  - developing self-respect and empathy for others;
  - learning to make choices based on an understanding of difference and with an absence of prejudice;
  - developing an appreciation of the consequences of choices made;
  - managing conflict;
  - learning how to recognise and avoid exploitation and abuse.
- knowledge and understanding

- learning and understanding physical development at appropriate stages;
- beginning to understand human sexuality, reproduction, emotions and relationships;

At St Mary's School we believe that SRE is a developmental process and will aim to build upon knowledge gained through the school life of the pupil, to provide a sound basis for future work in secondary school.

Our SRE policy has been reviewed within the framework as defined by the DfEE Circular 0116/2000 – Sex and Relationship Education Guidance.

The programme of SRE in our school reflects the aims and ethos of the school and the whole school approach to personal and social education within a framework that encourages high moral and social values. The school will work towards these aims in full partnership with the governors, school and parents.

### **3. The school's approach to the teaching of the subject**

As a church school we are very aware that some parents may have strong views on some parts of SRE from their own faith perspective. We will not be covering discussions related to faith or Bible teachings during these lessons in school as we believe that each family will have their own personal views which they may wish to discuss at home. We will share with parents any questions the children may ask that we feel would be better answered at home.

### **4. Organisation**

Sex and Relationships Education will be taught in the context of Personal, Social and Health and Citizenship Education and the statutory requirements of Science within the National Curriculum.

### **5. Sex and Relationship Education within PSHCE and Science**

The requirements within the science curriculum are:

#### Key Stage 1

- 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

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.
- about the main stages of the human life cycle
- describe the changes as humans develop to old age.

- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

These requirements are taught within the four themes of PSHCE and Citizenship:

- developing confidence and responsibility;
- preparing to play an active role as citizens;
- developing a healthier, safer lifestyle;
- developing good relationships and respecting differences between people.

Sex and Relationship Education contributes to the foundation of PSHCE and Citizenship by ensuring that all children:

- develop confidence in talking, listening and thinking about feelings and relationships;
- are able to name parts of the body and describe how their bodies work;
- can protect themselves and ask for help and support;
- are prepared for puberty.

## **6. Teaching Strategies**

A range of teaching strategies as detailed in the school's Learning and Teaching Policy will be used. Teaching methods will take account of the developmental differences of children and the potential for discussion on a one-to-one basis or in small groups. Single gender groups may be used as deemed appropriate and relevant.

Overall, in all respects Sex and Relationships Education will be seen as a normal part of the school curriculum for both boys and girls.

## **7. Resources**

The Scheme of Work was extensively reviewed and updated by a working party of staff, governors and parents in the Summer Term 2014. It outlines the specific teaching and resources to be used for each year group. It is available for review on request to the Head Teacher.

DVD materials used may be viewed at a meeting for parents of children in Year 5 when specific areas of the Sex Education programme are to be covered.

## **8. Who will teach the programme?**

Teaching staff teach the programme as part of the curriculum. However if the member of staff feels ill equipped to take on the programme, he or she should discuss this with the headteacher.

From time to time visitors may be invited into the school to support the SRE programme e.g. pregnant mother, parents or the school nurse. Off-site visits may also be arranged e.g. to a farm at lambing time. Any visitor involved in the delivery of the programme will be issued with a copy of this policy prior to the visit and will have the responsibility to act within the parameters set out in the policy. However, when they are in their professional role, practitioners (such as the school nurse in a consultation with an individual pupil) should follow their own professional codes of conduct.

## **9. Working with Parents**

We are committed to working in partnership with parents. Although the Governing Body and teaching staff believe that Sex and Relationships Education is an important part of our pupils' development, the Education Act 1993 stated that parents can withdraw their children from any part of sex education that is outside the compulsory elements of sex education in the Science National Curriculum. Parents wanting to exercise this right are invited to see the headteacher when concerns will be discussed. If parents still decide to withdraw their child, this request must be put in writing. Once a child has been withdrawn they cannot take part in sex education until the request of withdrawal has been removed, in writing.

## **10. Equal Opportunities, Inclusion and children with Special Educational Needs**

All children will have equal access to the curriculum. Details may be found in the school's SEN and Inclusion Policy.

## **11. Child Sexual Abuse**

The school has a Child Protection Policy operating within the West Sussex County Council guidelines. Procedures for dealing with abuse are available on request at the school.

## **12. Confidentiality**

A child's confidentiality will be maintained by the teacher or member of staff until such a time as it is believed that the child is at risk or danger. The member of staff will discuss the matter with the headteacher before any decision is made for future action. The child will be informed that confidentiality has been breached and given the reasons why, being supported by the staff throughout the process.

## **13. Assessment**

Only elements of SRE that fall within the science curriculum will be assessed. Details are within the school's Assessment Policy.

## **14. Developing and monitoring the subject curriculum**

The programme will be reviewed regularly by the headteacher, staff and Governing Body in consultation with parents.

The PSHCE co-ordinator is responsible for co-ordinating Sex and Relationships Education within the school and will liaise with the science coordinator to

- manage resources
- monitor planning to ensure that the scheme of work, including National Curriculum requirements, is covered

Appendix 1  
Model letter to Year 5 parents

Dear Parents/Carers

**Sex and Relationship Education for Year 5**

Part of our ongoing PSHCE and Science scheme of work in Year 5 includes Sex and Relationship Education (SRE). The children will be shown a series of 3 short DVDs (Changes, How Babies are Made and How Babies are Born) explaining the processes involved in growing up and reproduction in humans and these will be followed by group discussion as well as separate discussions for the boys and the girls. The lessons for this will commence in the week beginning 9<sup>th</sup> June.

Parents are invited to attend school on Thursday, 5 June at 6.30pm when there will be an opportunity to view the DVDs and discuss their contents. I envisage that the meeting will take about an hour.

As a church school we are very aware that some parents may have strong views on some parts of SRE from their own faith perspective. We will not be covering discussions related to faith or Bible teachings during these lessons in school as we believe that each family will have their own personal views which you may wish to discuss at home. We will share with you any questions the children may ask that we feel would be better answered at home.

Parents have the right to withdraw their children from all or part of the Sex and Relationship Education programme, but not from those aspects covered in National Curriculum Science. Parents wishing to exercise these rights should contact the headteacher.

I hope that you will be able to attend.

Yours sincerely

Mr Bird

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**SEX AND RELATIONSHIP EDUCATION YEAR 5**

Child's name .....

I have received the letter about SRE in Year 5.

I **\*will / will not** be attending the meeting on Thursday, 5 June at 6.30pm *\*please delete as applicable*

Signed ..... (parent/carer)

Date .....