

# St Paul's CE Primary School

## Sex and Relationship Education (SRE) Policy

### 1. Introduction – context

We have based our school's sex education policy on the Manchester Sex and Relationships (SRE) Policy Guidance, Sept 2008 and the DfEE guidance document Sex and Relationship Education Guidance (ref DfEE 0116/2000). Sex education is part of the personal, social and health education curriculum in our school. This policy links closely with our PSHE, Anti-bullying, Child protection and Confidentiality policies.

### 2. Legal/ National Requirements

#### a) **National Curriculum Science – Sex Education (statutory)**

The formal SRE elements of the National Curriculum Science Orders 2014 across all key stages are mandatory for all pupils of primary and secondary age and cover the biological aspects of SRE

#### b) **National Curriculum PSHE – Sex and Relationship Education (non-statutory)**

It is widely recognised that sex education should be more than solely science if it is to meet children's needs. The national Sex and Relationship Education Guidance (DfEE, 0116/2000) advises schools on the themes that should be covered in SRE to support pupils through their physical, emotional and moral development. This includes:

- Being taught to respect their own bodies
- Their responsibilities to others, and being aware of the consequence of sexual activity
- Building positive relationships with others involving trust and respect
- The importance of committed long term and loving relationships, including marriage
- The importance of self control, including managing risk
- Hygiene issues
- Cultural difference and diversity in relation to aspects of SRE

### 3. School Background

St Paul's is a Church of England school in an inner city suburb of Manchester. Our pupils are as diverse as the community we serve and represent a wide range of ethnic and faith communities, children for whom English is a second language, children with special educational needs and children from a wide range of socio-economic backgrounds.

Manchester Local Authority has the second highest rates of under-18 conceptions in England. The pupils at St Paul's are largely drawn from two key wards of residence: Old Moat and Withington. Old Moat ward has particularly high local teenage pregnancy rates. It has the fourth highest rates out of the 11 South Manchester wards of residence (Compendium of statistics 2009). The pupils also have a higher than national average for eligibility for free-school meals.

### 4. Ethos and Values

At St Paul's primary, we aim to provide a holistic education for all children, regardless of ethnicity, language, faith, gender or sexual orientation.

We aim to support children in their emotional, cultural and social, as well as academic development. We believe that SRE, as part of our comprehensive PSHE curriculum, has a vital role to play in:

- *Teaching about and modelling healthy relationships*
- Challenging discrimination in all its forms
- Promoting the emotional health and well being of all pupils
- Fostering respect for self and others and therefore contributing to community cohesion
- Encouraging children to take responsibility for their personal safety
- Normalising the physical and emotional changes which occur at puberty
- Encouraging children to seek support if they are feeling unhappy

We aim to work in partnership with parents to encourage a culture of openness, and with other agencies to ensure that children receive accurate, factual and age appropriate information.

We aim to raise the aspirations of all of our children to enable them to reach their full potential and reduce the likelihood of them being affected by teenage pregnancy, mental ill health and other health inequalities

## **5. Definition**

According to the Sex and Relationship Education Guidance, SRE is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable, healthy and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.

## **6. Aim and Objectives**

### **Aim:**

- Contributing to the foundation of PSHE, the school's SRE programme aims to 'inform children and young people about relationships, emotions, sex, sexuality and sexual health' and should 'enable them to develop personal and social skills and a positive attitude to sexual health and well-being'.

### **Objectives:**

The school's SRE programme will:

- Provide information which is relevant and appropriate to the age and maturity of the pupils;
- Include the on-going development of communication and social skills
- Encourage the exploration and clarification of values and the development of positive attitudes.

## **7. Policy, Leadership and Management**

Governors, in consultation with the head teacher, have a statutory responsibility for SRE in the school. Governing bodies, together with the PSHE co-ordinator, will involve parents, pupils, staff, health professionals and other agencies to ensure that the school's SRE programme addresses the needs of the community, education, health priorities and the needs of the pupils themselves.

## 8. Implementation

### a) **Curriculum**

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

<u>National Curriculum Science 2014</u>	
<b>Key Stage 1</b> <ul style="list-style-type: none"><li>Animals, including humans, move, feed, grow, use their sense and reproduce</li><li>Children should recognise and name the main external parts of the human body</li><li>That humans can produce offspring and these grow into adults</li><li>Children should recognise similarities</li></ul>	<b>Key Stage 3</b> <ul style="list-style-type: none"><li>That fertilisation in humans ... is the fusion of a male and a female cell</li><li>About the physical and emotional changes that take place during adolescence</li><li>About the human reproductive system, including the menstrual cycle and fertilisation</li><li>How the foetus develops in the uterus</li><li>How the growth and reproduction of bacteria and the replication of viruses can affect health</li></ul>
<b>Key Stage 2</b> <ul style="list-style-type: none"><li>That the life processes common to humans and other animals include nutrition, growth and reproduction</li><li>About the main stages of the human life cycle, including puberty.</li></ul>	<b>Key Stage 4</b> <ul style="list-style-type: none"><li>The way in which hormonal control occurs, including the effects of sex hormones</li><li>Some medical uses of hormones, including the control and promotion of fertility</li><li>The defence mechanisms of the body</li><li>How sex is determined in humans</li></ul>

In addition to the Science National Curriculum, PSHE provides an appropriate vehicle for SRE. We believe a planned and co-ordinated approach to PSHE can provide an appropriate framework for SRE to take place providing pupils with a consistent message.

At St Paul's we deliver the Growing and Changing Together curriculum from year 1 to 6, including the extension lessons (beginning Summer term 2010). We teach the programme in class groups and not as an individual child programme.

### b) **Dealing with difficult questions**

We begin teaching SRE lessons by establishing parameters with the children of what is appropriate and inappropriate. We:

- Use specific ground rules for this work which will clarify boundaries for children/young people
- Clarify that personal questions should not be asked
- If a teacher doesn't know the answer this should be acknowledged.
- If a question is too explicit, is age inappropriate for the pupil or the whole class, then it should be acknowledged with a promise to attend to it later on an individual basis.
- If a question is raised that alerts a member of staff that a pupil is at risk of sexual abuse, then the school's safeguarding procedures should be followed.
- Clarify that pupils should not give out personal information in class but do have the opportunity to speak to someone they trust after the lesson, e.g. school nurse, teacher.

### c) **Dealing with difficult topics**

Sex and Relationship Education can sometimes raise difficult areas for schools. By following the full Growing and Changing Together curriculum we have age appropriate lessons that guide our staff on the topics that can be taught. We don't teach topics outside of this curriculum.

### c) **Use of Visitors**

Health professionals who are involved in delivering programmes are expected to work within the schools' Sex and Relationship Education Policy and under the instruction of the Headteacher, However when they are in their professional role such as the school nurse in

consultation with an individual pupil they follow their own professional codes of conduct (NHSS policies and procedures).

#### **d) Working with 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:

- inform parents about the school's SRE policy and practice;
- 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 SRE education in the school;
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- inform parents about the best practice known with regard to SRE education, so that the teaching in school supports the key messages that parents and carers give to children at home. 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 SRE 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 Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

#### **e) Dealing with the Media**

In dealing with the media, in the first instance members of the school community should refer enquiries from the press to the Headteacher. The Headteacher may at their discretion, contact Manchester City Council press office (0161 234 3729).

### **9. Monitoring, Assessing and Reviewing**

The Curriculum Committee of the governing body monitors our SRE policy regularly. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments. Governors require the headteacher to keep a written record, giving details of the content and delivery of the sex education programme that we teach in our school.

### **10. Relationship with other policies**

#### **a) PSHE**

Sex and Relationship Education sits within the PSHE curriculum and as such is planned, delivered, co-ordinated, assessed and monitored in line with the school's PSHE Policy.

#### **b) Anti-bullying**

**c) Safeguarding** If any disclosure occurs during a SRE lesson or concerns are raised, teachers will follow the school's procedure for safeguarding.

#### **d) Confidentiality**

Children have rights under the Children's Act 1989 and can thus expect to be treated sensitively regarding seeking information and advice. However, staff should not give guarantees of confidentiality where the safety and welfare of a child is at risk.

## **11. Breaches of the Policy**

All staff are under a contractual obligation to uphold the policy as with all other school policies.

## **12. Date and Review of the Sex and Relationship Education Policy**

The governors agreed this policy on 21<sup>st</sup> October 2015 and it will be reviewed in partnership with staff, parents / carers and pupils again in Autumn 2020 unless there are changes in National or Local Guidance.

For further information on SRE at St Paul's, please contact Ms Crinson, PSHE co-ordinator.

Appendix:

Growing & Changing Together Overview of full scheme of work