



# St Jude's Church of England Primary School Sex and Relationship Education Policy

*Our children  
Our St Jude's family  
Happy Inspired Loved  
The sky is not the limit  
Ready for today prepared for tomorrow*

**St Jude's Church of England Primary School is committed to the values and beliefs of the Christian Faith.**

The policy has been developed to ensure that staff and parents/carers are clear about the statutory requirements regarding Sex and Relationships Education and the pupils receive their educational entitlement within the ethos of our school.

The teaching of Sex and Relationship Education at Primary School is an important aspect of a pupil's education. SRE includes planned topics which inform children honestly and age-appropriately about their bodies and relationships; to understand the range of networks which contribute to the care, love and support they need; to enable them to make safe, healthy choices as they grow up so that they can live happily in the wider community.

## **THE MORALS AND VALUES FRAMEWORK**

At St Jude's Primary School, Sex and Relationship Education is taught within a moral framework which respects the cultural diversity of our school community and that of the wider community. Children will learn about moral values through all aspects of school life and all curriculum areas, not just Sex and Relationship Education.

We wish our children to be well informed and healthy - physically, emotionally and in their relationships and interactions with others. We wish them to leave St. Jude's with feelings of self confidence, self worth and high esteem and with the life skills necessary to develop positive, healthy lifestyles, attitudes and behaviours. This will be encouraged through the progressive and age appropriate acquisition of the knowledge, understanding, skills and values necessary for such development.

Sex and Relationship Education, taught within this framework, which gives due regard to moral considerations and the value of family life, will:

- Take account of pupils' levels of knowledge and awareness of the issues being addressed.
- Develop pupil's self respect through the promotion of assertiveness, self-esteem, acknowledging the value of each individual pupil.
- Reflect an understanding of the range of family groups that children live in.
- Develop respect and sensitivity to others through knowledge of difference.

At St Jude's Primary School, we encourage and support pupils to:

- Take responsibility for their actions and the consequences of those actions.
- Develop positive relationships with other pupils and adults within the school community.
- Ask questions about any issues they may have about growing up and later life.

## **AIMS OF THE SEX AND RELATIONSHIP EDUCATION PROGRAMME**

- To acknowledge and compliment the role of parents as key educators, to liaise with, and work in partnership with them.
- To enable children to develop feelings of self-respect, self-esteem, self-confidence, sympathy and empathy.
- To provide clear and accurate information about the development of the human body in an open and frank way, gradually increasing age appropriate detail.
- To generate an atmosphere in which pupils can ask questions and discuss matters without embarrassment, knowing that they will be answered at a level appropriate to their development and understanding, and sensitive to the needs of everyone.
- To counteract misleading myths gained from the playground, peers, adults or media.
- To promote loving and caring relationships and the idea of mutual responsibilities within these relationships.
- To develop an understanding of other's beliefs, needs and feelings.
- To develop skills that will enable them to make informed choices both now and in the future.
- To provide information on agencies that can provide support on health related issues.

## **ORGANISATION AND TEACHING**

Children are taught by their own class teachers with the support of the SENDCO, Learning Mentor and the Health and Wellbeing Consultant. All staff are committed to delivering the programme and if external agencies are used pupils will be adequately prepared.

As a part of the NQT induction programme, a member from the Senior Leadership Team will provide guidance and support in the delivery of SRE sessions. In-class support for NQTs may also be provided by the Health and Wellbeing Consultant.

As with all purposeful teaching, a balanced range of methods is employed for teaching and learning in SRE, with the emphasis on active learning methods which involve the children's full participation. Approaches will vary according to different materials used and the objectives of the lessons but, generally, will be pupil centred, interactive and involve discussion and group work.

Teaching can be in single gender and mixed gender groups as it is helpful for boys and girls to discuss feelings about growing up together so that they develop an awareness of the development of boys and girls, and this strategy promotes a positive attitude to equal opportunities, anti-sexism and wider gender issues. Provision is made available for single gender groups as appropriate, relevant or requested. Staff aim to be sensitive to an individual's special needs, ensuring that resources used will enable equal access to all. Pupils questions are answered truthfully and sensitively with due consideration given to the age of the child concerned. Appropriate biological language is used.

SRE is taught through different aspects of the curriculum. While we carry out the main teaching in our Personal, Social, Health and Education (PSHE) curriculum, some elements will be explored through the Religious Education and during Collective Worship.

Pupils are also taught SRE as part of the **statutory** National Curriculum for Science as outlined below:

### **Key Stage 1**

- learn names of main body parts and senses
- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

### **Key Stage 2**

- describe the changes as humans develop to old age
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

SRE lessons and resources have been taken from the Young London Matters *SRE Core Curriculum for London: A Practical Resource* provided by Lambeth Education.

The SRE curriculum overview is outlined below:

**Foundation Stage:** Myself and others; Family networks; Body awareness; Hygiene

**Year 1:** Myself and others; Body parts; Family; Friendships; Choices

**Year 2:** Differences: boys and girls; Differences: male and female; Naming body parts; Everybody needs caring for; Looking after the body.

**Year 3:** Self-esteem; Challenging gender stereotypes; Differences: male and female; Family differences; Decision making, Safety.

**Year 4:** Growing and changing; Body changes and reproduction; What is puberty?; Thinking, feeling, doing – changing relationships; Assertiveness; Your questions answered.

**Year 5:** Talking about puberty; Becoming men and women; Puberty and hygiene; Menstruation and wet dreams; Menstruation education for girls; Building good relationships.

**Year 6:** Puberty and reproduction; Relationships and reproduction; Conception and pregnancy; Being a parent; HIV transmission; Your questions answered.

*To ensure the Young London Matters SRE Scheme of Work continues to be relevant to our pupils, we undertake a process of formal needs' assessments with pupils together with consulting staff about any specific needs arising in their class.*

### **WORKING WITH PARENTS**

The school is committed to working with parents and carers.

Parents and carers will always be informed by letter before the Sex and Relationship schemes are delivered to children. Teaching materials and resources used are available for parents to view upon request to a member of the Senior Leadership Team.

By working in partnership, home and school can combine to provide the most effective SRE possible. Parents/carers' views and opinions are always welcomed.

Under the Education Act 1993, parents/carers have the right to withdraw their child from any part of the SRE programme that is outside the compulsory elements contained in the science

curriculum. Pupils cannot be withdrawn from any teaching which is part of the National Curriculum for Science (outlined above).

Parents/carers who are considering withdrawing their child from any element of SRE are invited to see their child's class teacher to discuss any concerns and to clarify coverage in the sessions. Teachers will also discuss the impact that withdrawal from an SRE lesson may have on the child.

We would like to make it clear that, if pupils who are withdrawn from SRE lessons ask questions at other times, questions will be answered honestly by staff, in line with their usual approach to questions from children.

### **CONFIDENTIALITY AND CHILD PROTECTION**

Teachers should encourage all pupils to discuss their concerns with an appropriate adult. The negotiation of 'Ground Rules' in SRE sessions is important for this reason. Teachers should make it clear to pupils the level of confidentiality that they can offer.

Due to the guidelines in the Child Protection Policy, teachers cannot offer or guarantee absolute confidentiality:

*Teachers need to be aware that effective SRE - which brings an understanding of what is, and what is not acceptable in a relationship, can lead to disclosure of a child protection issue. Pupils need to be reassured that their best interests will be maintained. This could lead to child protection action.*

Teachers should consult with the school's designated Child Protection lead for advice on all child protection and safeguarding matters.

All outside agencies working in school to support the SRE programme will adhere to all relevant school policies.

### **RESPONSIBILITIES OF PUPILS**

Pupils come from a variety of backgrounds and are entitled to learn in a safe and supportive environment. Some pupils use terms associated with sexuality as a way to harass other pupils. This is unacceptable and will be dealt with, as any other form of bullying, through the school's Behaviour Policy. An understanding of human difference is an important aspect of education and will be dealt with in a sensitive manner.

### **EVALUATION**

Teachers undertake a variety of informal evaluations of their lessons and the children's response to them. The Senior Leadership Team evaluate the SRE programme annually and will review and amend it as necessary.

### **RESPONSIBILITIES OF STAFF AND GOVERNORS**

Overall responsibility for this Policy is with the Named Governor for PSHE, Mr. Jonathon Bennet.

**The governing body is responsible for:**

*St Jude' Church of England Primary School SRE Policy February 2017*

Authorising the SRE Policy, and any subsequent reviews of the Policy; *and* ensuring that the terms and ethos of this policy are followed

**The Personal Social Health Education Leaders are responsible for:**

- Writing and updating the Sex and Relationship Education Policy and Scheme of Work in light of initiatives and change, and monitoring the development of the subject throughout the school;
- Guiding and supporting teachers in this subject, to include refresher training for SRE;
- Co-ordinating external agency support for SRE;
- Monitoring the effectiveness of the planned and delivered curriculum for SRE;
- Co-ordinating classroom practices and guidelines across the curriculum and ensuring the development of subject skills;
- Auditing and monitoring resources throughout the school to ensure that there are sufficient age-appropriate and ability-appropriate resources for effective teaching and learning;

**The head teacher is responsible for:**

Ensuring that the terms and ethos of this policy are followed.

**Other members of the staff team are responsible for:**

Following the terms and ethos of this policy.

**This policy was reviewed by staff in December 2016.**

**This was agreed by governors on February 21<sup>st</sup> 2017.**

**This policy is a working document and will be reviewed every two years.**