



ST MICHAEL'S
C of E PRIMARY
HIGHGATE

Sex & Relationship Policy

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*To nurture and inspire our children to develop a love of learning in a supportive
Christian community and become the best they can be*

Contents

Introduction

Ethos and Values

Definitions

Aims

Objectives

Implementation

Inclusion

The teaching programme for Sex and Relationship Education

Parental Consultation

Safeguarding / Confidentiality

Monitoring, Assessing and Reviewing

Appendix A – Summary of topics in the scheme of work

Introduction

At St Michael's C of E Primary School, we believe that effective Sex and Relationship Education (SRE) is essential if our pupils, as they grow, are able to make responsible and well informed decisions about their lives. We present SRE as part of the Personal, Social, Health Education (PSHE) element of the curriculum. This enables us to present SRE as part of a child's full and rounded development.

Ethos and Values

At St Michael's CE Primary, we follow the Christian message of the sanctity of marriage for heterosexual couples and the message of acceptance for all loving, stable relationships including those non-married heterosexual couples and same sex marriage and partnerships.

Sex and relationship education (SRE) will reflect the values of the PSHE and Citizenship programme. SRE will be taught in the context of relationships. In addition, SRE will promote self-esteem and emotional health and well-being and help them form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

At St Michael's CE Primary, we aim to provide a holistic education for all children. Every pupil will receive their full entitlement to SRE regardless of their educational ability, gender, race, disability, sexual orientation, ethnicity or faith. We aim to support children in their emotional, cultural and social, as well as academic development.

Definition

The Sex and Relationship Education Guidance (DfE 0116/2000), SRE is 'lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships.'

Aims

Contributing to the foundation of PSHE, the school's SRE programme aims to 'explore attitudes and values with children about relationships, emotions, self-esteem and personal safety.' Children will develop skills in order to make positive decisions about their health-related behaviour.

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During SRE children will 'develop personal and social skills and a positive attitude to growing up'.

To enable children to:

- Develop the confidence to talk, listen and think about feelings and relationships
- Make and maintain friendships
- Understand the importance of respect, responsibility, love and care in relationships
- Understand and respect different types of families, including families with same sex parents
- Develop positive attitudes about growing up
- Explore their own and other people's attitudes and values
- Challenge and prevent discrimination based on sexual orientation and gender
- Prevent sexist, sexual, homophobic, biphobic and transphobic language and bullying
- Challenge gender stereotypes and inequality and promote equality and respect in relationships
- Know the correct biological names for the parts of the body, including the male and female reproductive parts
- Know about and understand emotional, social and physical changes at puberty
- Know about and understand reproduction
- Know about human sexuality
- Discuss their concerns and correct any misunderstanding they may have gained from the media and peers
- Keep safe online and offline
- Recognise when general behaviour is risky or unsafe
- Know where and how to seek information and advice when they need help

Objectives

The school aims to provide a graduated, age-appropriate SRE programme emphasising the social and emotional aspects of relationships. Education about relationships for 3-7-year olds will focus on the building of self-esteem and confidence by encouraging learners to: respect, value and care for themselves and others, value recognise and communicate their feelings, form friendships and relationships, respect boundaries – their own and other peoples.

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SRE will teach 7-11-year olds to understand:
the range of their own and others' feelings and emotions, the importance of personal safety and what to do or to whom to go when feeling unsafe, to develop and use communication skills and assertiveness skills to cope with the influences of their peers and the social media, to be prepared for puberty and adulthood, including physical and emotional, changes that take place at puberty, including conception, pregnancy and birth.

Implementation

Sex and Relationship Education is delivered through Science, RE, PSHE, citizenship, and literacy activities. A planned and co-ordinated approach to each subject can provide an appropriate framework for SRE to take place providing pupils with a consistent message.

SRE is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as the school nurse. A range of teaching methods include use of video, discussion, looking at case studies, drama and role-play.

Sex and relationship education is usually delivered in mixed gender groups; however, there may be occasions where single gender groups are more appropriate and relevant.

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

Key Stage 1

- Animals, including humans, move, feed, grow, use their senses and reproduce.
- Children should name and recognise the main external parts of the human body.
- That humans can produce offspring and these grow into adults.
- Children should recognise similarities.

Key Stage 2

- That the life processes common to humans and other animals include nutrition, growth and reproduction.
- The main stages of the human life cycle, including puberty.

Inclusion

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'Mainstream schools and special schools have a duty to ensure that children with special educational needs and learning difficulties are properly included in sex and relationship education. Sex and relationship education should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives.'
DfEE SRE Guidance July 2000.

Young people may have varying needs regarding SRE depending on their circumstances and background. The school strongly believes that all pupils should have access to SRE that is relevant to their needs. To achieve this, the school's approach to SRE will take account of: the needs of boys as well as girls; ethnic and cultural diversity; varying home backgrounds; Sexual orientation; Special educational needs.

The teaching programme for Sex and Relationship Education

We intend that all pupils shall experience a programme of sex and relationships education at a level which is appropriate for their age and physical development.

Parental Consultation

The Sex and Relationship Education policy is shared on the school website and full detail are available on request. The school informs parents when aspects of the sex and relationship programme are taught and will be given an outline of the lessons in advance, so they can make an informed decision. We encourage parents and carers to communicate their child's questions and thoughts in relation to SRE with us so that we can best support their developing understanding in school. The materials used are freely available to Parents to view within the school. We are mindful in school that children develop understanding at different times.

Parents have the right to withdraw their children from those aspects of sex and relationship education, not included in the Science National Curriculum. However, this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education.

'If the parent of any pupil in attendance at a maintained school requests that he may be wholly or partly excused from receiving sex education at the school, the pupil shall, except so far as such education is comprised in the National Curriculum, be so excused accordingly until the request is withdrawn.' Education Act 1996 (Section 405)

Safeguarding / Confidentiality

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member will inform the Head Teacher /Designated Child Protection person in line with the LEA procedures for child protection.

A member of staff cannot promise confidentiality if concerns exist.

Monitoring, Assessing and Reviewing

To ensure that the policy is adhered to and is effective, it will be monitored, reviewed and evaluated regularly. The school will assess the effectiveness of the aims, content and methods in promoting pupils' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents. The effectiveness of the SRE programme will be evaluated by assessing children's learning and implementing change if required

Appendix A

Summary of topics taught in the scheme of work

Reception – Our Lives

- Our day
- Keeping ourselves clean
- Families

Year 1 – Growing and Caring for Ourselves

- Keeping clean
- Growing and changing
- Families and care

Year 2 - Differences

- Differences between boys and girls
- Differences between males and females
- Naming the body parts

Year 3 – Valuing differences and keeping safe

- Differences between males and females
- Personal space
- Family differences

Year 4 – Growing up

- Growing and changing
- Puberty
- Puberty changes and reproduction

Year 5 – Puberty

- Talking about puberty
- Male and female changes
- Puberty and hygiene

Year 6 - Puberty, reproduction and relationships

- Puberty and reproduction
- Understanding relationships
- Conception and Pregnancy
- Communicating in relationships

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