



## **Ashton St. Peter's Church of England Voluntary Aided Primary School**

### **Sex and Relationship Education**

**Ratified December 2016**

**Update December 2017**

As a Church of England school, sex education is given in the school within a moral, family-orientated and Christian framework.

It is important that, as they grow up, children come to an understanding of their own bodies, instincts and feelings. In this way they will be prepared for the opportunities, joys and responsibilities of permanent relationships.

Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health.

Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age.

#### **Moral and Values Framework**

Sex and relationship education will reflect the Values and PSHE teaching. SRE will be taught in the context of relationships.

In addition SRE will promote self-esteem and emotional health and well-being and help the children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

#### **Aims and Objectives for Sex and Relationship Education**

The aim of SRE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour.

This should take place with consideration of the qualities of relationships within families.

The objectives of Sex and Relationship Education are;

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self-esteem and confidence, especially in their relationships with others;
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support
- To develop skills for a healthier safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To learn rules for, and ways of keeping physically and emotionally safe (including safety online and social media)
- To respect and care for their bodies
- To be prepared for puberty and adulthood

### **The teaching programme for Sex and Relationship Education Legal requirements**

All schools must teach the following as part of the National Curriculum Science Orders so, parents do not have the right to withdraw their child/children from Science lessons.

#### National Curriculum Science

Children should:

- Understand that animals including humans, move, feed, grow, use their senses and reproduce.
- Recognise and compare the main external parts of the bodies of humans and animals.
- Understand that humans and animals can reproduce offspring and these grow into adults.
- Recognise similarities and differences between themselves and others and treat others with sensitivity.

## Lower Key Stage 2

- Recognise that animals, including humans need the right types and amounts of nutrition.
- Understand the simple functions of the basic parts of the digestive system
- Identify the different teeth in humans and their simple functions

## Upper Key stage 2

- Understand the life processes common to humans and other animals include nutrition, growth and reproduction.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- Understand the ways in which nutrients and water are transported within animals, including humans
- Understand the main stages of the human life cycle.

Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children.

It is our intention all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision if required.

### **The organisation of Sex and Relationship Education**

The PSHE subject leader is the designated teacher with responsibility for coordinating sex and relationship education.

Sex and relationship education is delivered through science, RE, PSHE, English activities and circle time. Each year it will be taught as a discrete topic across the whole school at an age appropriate level.

Sex and relationship education is taught by classroom teachers and, if appropriate, outside visitors such as 'Big Talk' or the school nurse.

A range of teaching methods which involve children's full participation are used to teach sex and relationship education. These include use of video, discussion, looking at case studies, drama and role play.

Sex and relationship education will be delivered in mixed gender groups or single gender groups when this is more appropriate and relevant.

Resources to teach sex and relationship education include fiction, reference books, leaflets and extracts from videos.

## **Specific Issues**

### **Parental consultation**

The school informs parents when aspects of the sex and relationship programme are taught as part of the curriculum. Parents are informed of this through the half termly class curriculum overviews which are emailed to parents and available on the school website.

Parents/carers are invited annually to attend an information evening regarding the discrete teaching of SRE. They are fully informed of the content to be delivered to each year group on the following day. They are given the opportunity to ask any questions and view resources to be used.

Parents have the right to withdraw their children from those aspects of sex and relationship education, not included in the National Curriculum Science Orders, alternative work would be set.

### **Child Protection / 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.

### **Links with other policies**

This policy is linked with the following policies:

PSHE

Equality

Child Protection and safeguarding

Pupil discipline and Behaviour

Anti-Bullying

These policies can be found on the website

## **Dealing with difficult questions**

Ground rules - It is essential that SRE is carried out in a safe, non-judgemental environment where adults and young people are confident that they will be respected. Specific ground rules will be established at the beginning of any SRE work, in addition to those already used in the classroom. They will cover the following areas:

- Appropriate use of language
- The asking and answering of personal questions
- Strategies for checking or accessing information

This framework facilitates the use of an anonymous question box as a distancing technique.

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

## **Use of visitors**

When appropriate, visitors such as the school nurse may be involved in the delivery of sex and relationship education, particularly in Key Stage 2.

It is the PSHE subject leader's and teacher's responsibility to plan the curriculum and lessons.

## **Children with special needs**

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

## **Monitoring and Evaluation**

Monitoring is the responsibility of the head teacher, named governor and teacher with responsibility for sex and relationship education.

The school will assess the effectiveness of the aims, content and methods in promoting students' 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.

## **Review Procedures**

The School's policy will be reviewed when:

Annually December 2017

- The School wishes to review the policy.
- If amendments are required by the LA

Ratified by:

Date: December 2016

Chair of *Governors*