

## **Primary Sex & Relationships Education Policy**

### **References**

**SRE Guidance DfEE 2000:-**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/283599/sex\\_and\\_relationship\\_education\\_guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/283599/sex_and_relationship_education_guidance.pdf)

**Sex and Relationships Education for the 21<sup>st</sup> Century (Brook, PSHE Association and Sex Education Forum) 2014 :-**

<http://www.sexeducationforum.org.uk/media/17706/sreadvice.pdf>

**House of Commons Briefing Paper Sex and Relationships in Schools July 2015:-**

<http://researchbriefings.files.parliament.uk/documents/SN06103/SN06103.pdf>

**National Curriculum Science DfE 2013:-**

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study>

**Sex Education Forum / Resources :-**

<http://www.sexeducationforum.org.uk/resources/resources-for-sre.aspx>

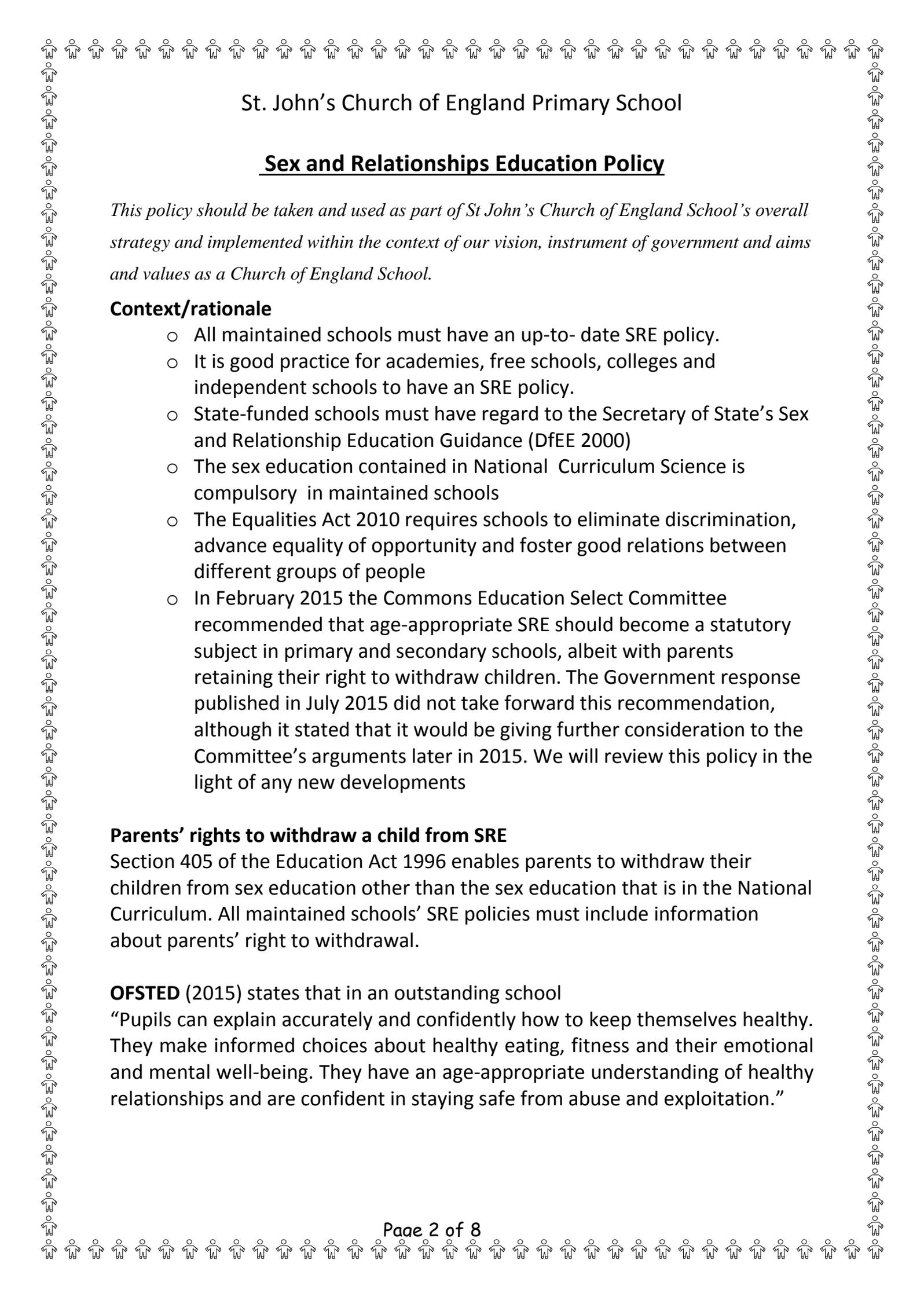
**OFSTED Inspections / examples of good practice:-**

<https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015>

<https://www.gov.uk/government/collections/ofsted-examples-of-good-practice-in-personal-social-and-health-education>

**PSHE Association Programme of Study**

<https://www.pshe-association.org.uk/content.aspx?CategoryID=1167>



# St. John's Church of England Primary School

## Sex and Relationships Education Policy

*This policy should be taken and used as part of St John's Church of England School's overall strategy and implemented within the context of our vision, instrument of government and aims and values as a Church of England School.*

### **Context/rationale**

- All maintained schools must have an up-to-date SRE policy.
- It is good practice for academies, free schools, colleges and independent schools to have an SRE policy.
- State-funded schools must have regard to the Secretary of State's Sex and Relationship Education Guidance (DfEE 2000)
- The sex education contained in National Curriculum Science is compulsory in maintained schools
- The Equalities Act 2010 requires schools to eliminate discrimination, advance equality of opportunity and foster good relations between different groups of people
- In February 2015 the Commons Education Select Committee recommended that age-appropriate SRE should become a statutory subject in primary and secondary schools, albeit with parents retaining their right to withdraw children. The Government response published in July 2015 did not take forward this recommendation, although it stated that it would be giving further consideration to the Committee's arguments later in 2015. We will review this policy in the light of any new developments

### **Parents' rights to withdraw a child from SRE**

Section 405 of the Education Act 1996 enables parents to withdraw their children from sex education other than the sex education that is in the National Curriculum. All maintained schools' SRE policies must include information about parents' right to withdrawal.

### **OFSTED (2015) states that in an outstanding school**

"Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation."

## What is SRE?

Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

A comprehensive programme of SRE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both online ('e-safety') and offline.

## Aims and objectives

Through our SRE programme we aim to:

- reflect the values and ethos of our school
- promote pupils' spiritual, moral, social and cultural development
- prepare pupils for the opportunities, responsibilities and experiences of later life
- enable pupils to make informed decisions to develop healthy relationships and protect themselves against harmful and exploitative situations
- develop pupils' knowledge, skills and understanding of the nature and diversity of relationships and sexuality
- help pupils develop a positive self-image and self-esteem
- help pupils respect and care for themselves and others
- help pupils gain access to information and support
- help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives

## Approach to SRE

We have a whole school approach to SRE as follows:-

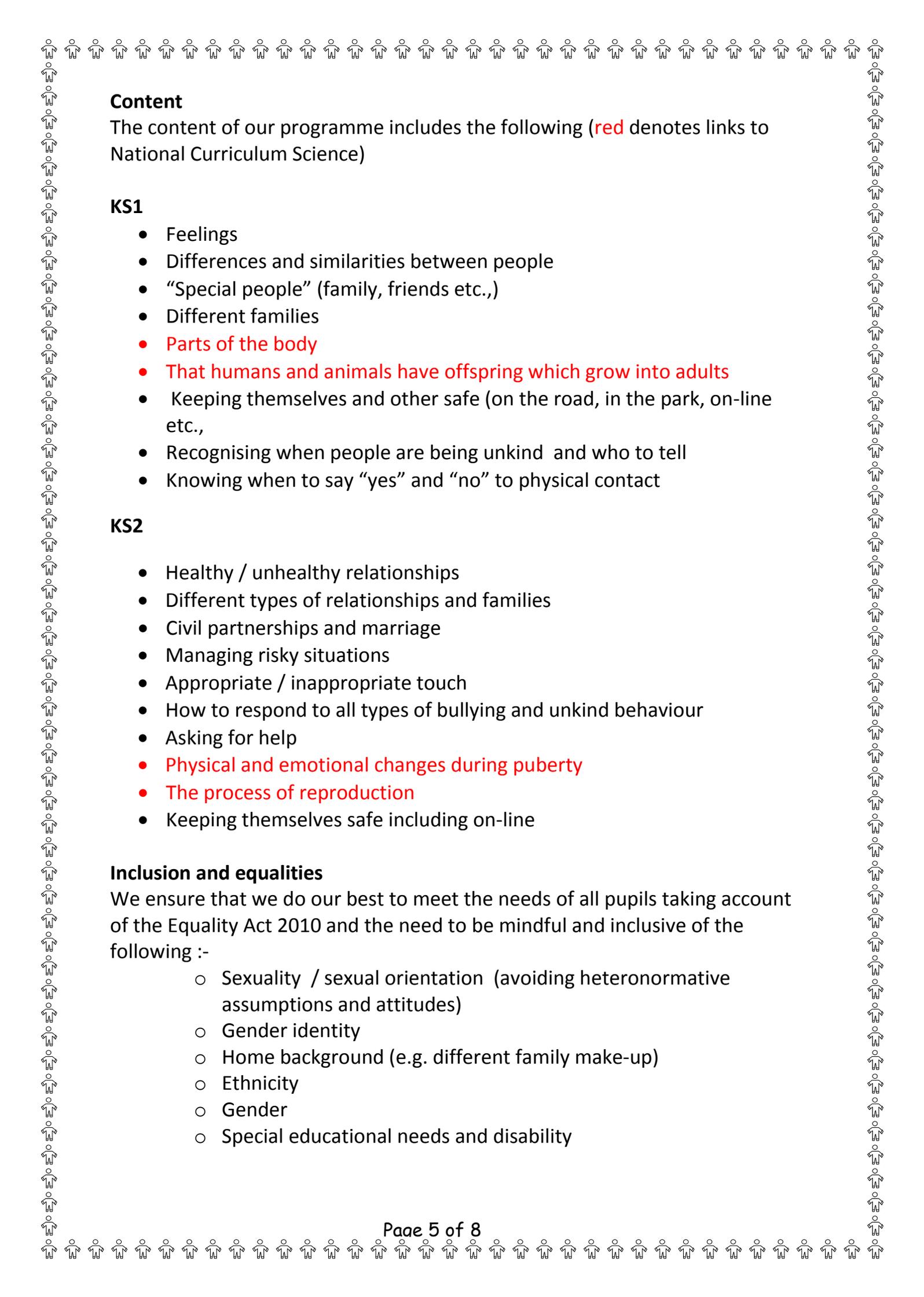
- the Senior Leadership Team oversees the provision and development of SRE
- the SRE/PSHE Subject Leader (Katherine Hillier) is responsible for the development of the programme, staff training, pupil/parent/staff consultation, liaison with outside agencies, monitoring and evaluation of the programme
- teaching staff involved in the delivery of the SRE programme are a trained team who meet regularly to review and plan
- support staff play an important pastoral role in class, in groups and with individual pupils and also receive training as appropriate
- external agencies (e.g. School Nurse Service) support our programme by delivering puberty lessons for years 5 and 6 in the

summer term. The school nurse also leads a 'friends' programme to all of year 5.

- Art therapy and dance specialists are sometimes employed to promote children's wellbeing.
- the Link Governor for PSHE/SRE is Claire Lowe.
- parents and carers are consulted, informed and invited in to school to look at resources etc.,
- children and young people are involved in the planning and review of resources and approaches as appropriate
- The school council and the Eco-committee provide a chance for children to engage in decision-making and democracy
- wherever possible we use active learning methods
- teaching and resources will be differentiated as appropriate to address the varying needs of children (e.g. those with special educational needs) in order for them to have full access to the content of SRE.
- correct terminology is used throughout (e.g. for parts of the body) and we also develop awareness about appropriate use of slang/nicknames in differing contexts
- parents have the right to withdraw their children from all or part of SRE (excluding withdrawal from sex education in National Curriculum Science). We work in partnership with parents and carers to ensure that every pupil has the entitlement to high quality and age-appropriate SRE.

### **Delivery**

- Pupils receive at least one lesson per week of PSHE/SRE (through class teaching, which often includes circle time). PSHE/SRE topics are also explored in weekly assemblies.
- Year 6 children hold the post of playground leaders, or 'Playground Partisans', where they support younger children at break times with games and other activities.
- Elements of our SRE programme are delivered in cross-curricular contexts where possible, e.g. through Science, English, History, Drama and Art lessons. PSHE/SRE is also linked to our school 'Values Tree' which contains the following attributes: family, fun, freedom, peace, positivity, respect, wisdom, creativity and trust. These themes are taught within a religious context which reflects the Christian nature of the school.
- We have developed schemes of work based on the Department for Education's 'Social and Emotional Aspects of Learning' (SEAL) / School Nurse and LA advice.



## Content

The content of our programme includes the following (**red** denotes links to National Curriculum Science)

### KS1

- Feelings
- Differences and similarities between people
- “Special people” (family, friends etc.,)
- Different families
- **Parts of the body**
- **That humans and animals have offspring which grow into adults**
- Keeping themselves and other safe (on the road, in the park, on-line etc.,
- Recognising when people are being unkind and who to tell
- Knowing when to say “yes” and “no” to physical contact

### KS2

- Healthy / unhealthy relationships
- Different types of relationships and families
- Civil partnerships and marriage
- Managing risky situations
- Appropriate / inappropriate touch
- How to respond to all types of bullying and unkind behaviour
- Asking for help
- **Physical and emotional changes during puberty**
- **The process of reproduction**
- Keeping themselves safe including on-line

## Inclusion and equalities

We ensure that we do our best to meet the needs of all pupils taking account of the Equality Act 2010 and the need to be mindful and inclusive of the following :-

- Sexuality / sexual orientation (avoiding heteronormative assumptions and attitudes)
- Gender identity
- Home background (e.g. different family make-up)
- Ethnicity
- Gender
- Special educational needs and disability

We work closely with outside professionals and a variety of external agencies to select appropriate approaches and resources.

### **Visitors**

Visitors enhance but do not replace our teacher-led programme. Teachers will always be present during visitors' sessions. We select visitors very carefully in line with our values framework and school ethos and ensure that their input is evidence based, accurate and not misleading.

### **Confidentiality**

We ensure that ground rules are established before SRE lessons are delivered and that pupils are reminded not to discuss personal experiences and issues in class. Visitors to the classroom are aware of our confidentiality policy. Pupils are made aware of how to access confidential information and support after the lesson, should they need it. If a pupil discloses something of a personal nature, we will seek advice if needed, decide whether or not parents / carers need to be informed and keep pupils informed about how the disclosure is treated and who will have access to the information.

### **Assessment and Evaluation**

We monitor pupils' knowledge, skills and understanding by various means including:-

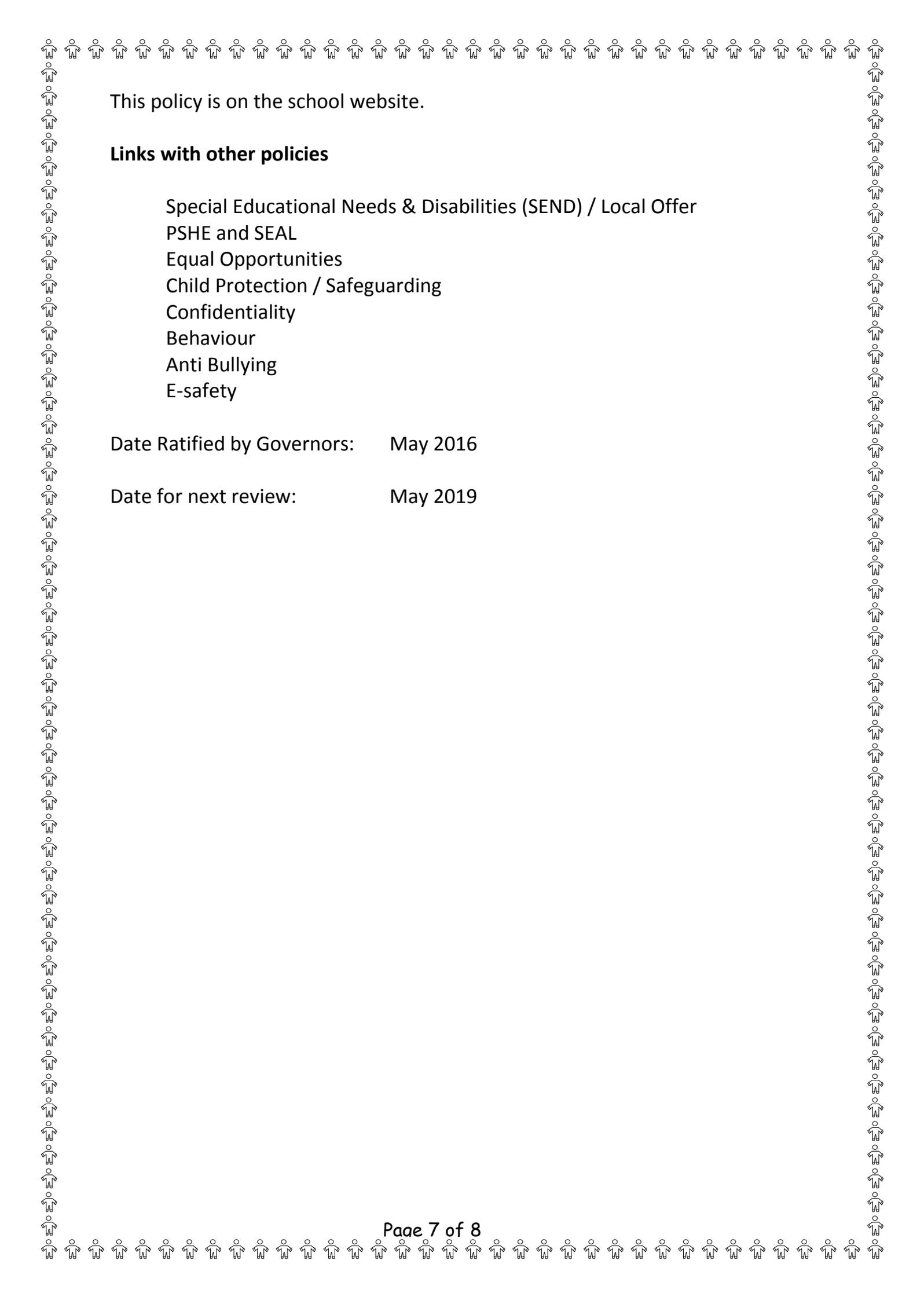
- Self-assessment
- Peer assessment
- Teacher observations
- Quizzes and questionnaires
- The LA Health and Well-being Survey (SHEU)

Pupils and staff have opportunities each term to evaluate lessons and approaches by means of peer review (amongst pupils) and discussion in staff meetings. SRE is audited by both the PSHE and the curriculum leader following discussion with all staff.

### **How this policy has been developed and shared**

The policy has been developed and agreed in consultation with pupils, parents/carers, teaching and support staff, governors, school health staff and other relevant agencies.

Parents of children in years 5 and 6 are invited to attend an information evening regarding the content of the planned puberty/SRE lessons. Please see Appendix 1 for this letter.



This policy is on the school website.

**Links with other policies**

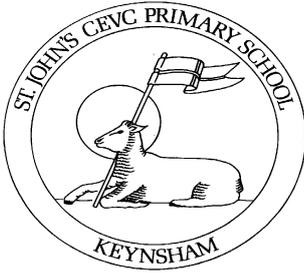
- Special Educational Needs & Disabilities (SEND) / Local Offer
- PSHE and SEAL
- Equal Opportunities
- Child Protection / Safeguarding
- Confidentiality
- Behaviour
- Anti Bullying
- E-safety

Date Ratified by Governors: May 2016

Date for next review: May 2019

Appendix 1 – Letter to parents:

**ST JOHN'S CHURCH OF ENGLAND PRIMARY SCHOOL  
CHARLTON PARK  
KEYNSHAM  
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BS31 2NB**



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Date

**To the Parents / Carers of children in Y5 and Y6**

Dear Parent / Carer

As part of your child's PHSE (Personal, Social and Health) Education the school nurse will be coming in to teach puberty lessons during Term 6. These lessons will be delivered to children in Years 5 and 6 and the content will include the changes from childhood into adulthood and, in Year 6, how babies are made and born.

An information session will be held at..... in..... It will be led by our school nurse, Fiona McGlynn, and last approximately thirty minutes. The talk will give you an opportunity to find out the subject content of the puberty lessons, together with more details about the resources we use.

If you have any further questions, please do not hesitate to contact your child's class teacher.

Yours sincerely

Dr M R Cottrell  
Headteacher, St John's Church of England Primary School  
Deputy Chief Executive Officer and Director of Primary, Wellsway Multi Academy Trust

