

# Sex and Relationships Education Policy

Review date:	March 2017
Date agreed by Governors:	23 <sup>rd</sup> March 2017
Date of next Review:	Spring Term 2020

## General Introduction:

This policy supports the work of the school in promoting its mission statement, aims and values.

## Mission statement:

St Michael's CE Primary School endeavours to provide a happy, safe, caring and stimulating learning environment, based on Christian principles in which all members of the school community are valued as individuals and are encouraged to reach their full potential.

## School aims:

At St Michael's we value every member of our school community and our aims are for every child, whatever their background or circumstances, to have the support they need to:

- Develop their understanding of the value of leading a healthy lifestyle
- Work and play in a secure and safe environment in which they are encouraged to develop moral values and mutual respect
- Experience an exciting curriculum which fosters their enthusiasm, develops an enquiring mind and enables every child to achieve his/her full potential
- Access an education for life which promotes British Values that enable all learners to become effective and reliable members of the wider community
- Foster ambition and expectation to carry through to adult life

To achieve these aims all learners, staff, parents and governors will work together to promote our **core values** of peace, courage and respect.



## **Sex and Relationships Education Policy**

### **1 Policy Statement**

- 1.1 SRE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings.
- 1.2 Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.
- 1.3 The 1996 Education Act consolidates all relevant previous legislation and states that all primary schools must provide an up to date policy that describes the content and organisation of SRE provided. The DfE Sex and Relationship Education Guidance (2000) supports this legislation and recommends that all primary schools should have a sex and relationship education programme tailored to the age and physical and emotional maturity of the children.

### **2 Statutory obligations**

- 2.1 There is no statutory obligation to provide sex and relationship education until KS3.

### **3 Aims and objectives**

- 3.1 We aim to equip children with the knowledge and understanding that will enable them to make appropriate and safe choices in their adult life. We aim to enable children to explore spiritual, moral, social, cultural and emotional issues they may encounter later in life.
- 3.2 The SRE programme at St Michael's CE Primary school reflects the school ethos and demonstrates the following values:
  - Respect for self;
  - Respect for others;
  - Responsibility for their own actions;
  - Responsibility for their family, friends, schools and wider community.

### **4 Sex Education Programme content**

- 4.1 In Key stage 1 pupils learn to recognise similarities and differences between themselves and others, identify and share their feelings with each other, recognise safe and unsafe situations and identify and be able to talk to someone they trust (such as their class teacher or teaching assistant).
- 4.2 All staff are trained in procedures for safeguarding and follow guidelines set out in school with regards to reporting concerns to the Designated Safeguarding Lead (Nick Wills).
- 4.3 In Key stage 2 pupils learn to express their opinions about relationships and bullying and to listen to and support others, including respecting other people's viewpoints and beliefs.



## Sex and Relationships Education Policy

They learn to recognise their own worth and identify positive things about themselves and try to balance the stresses in life in order to promote their own mental health and wellbeing of others. Life processes are discussed including the physical changes that take place at puberty, why they happen and how to manage them.

- 4.4 A range of materials are drawn upon to ensure SRE is delivered to all children throughout the school and is tailored to each child's needs and level of understanding.

### 5 Organisation

- 5.1 SRE should not be delivered in isolation but firmly embedded in all curriculum areas, including Personal, Social Health Education (PSHE).  
At St Michael's CE Primary School, the *main* content is delivered in PSHE lessons.
- 5.2 SRE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. Active learning methods which involve children's full participation are used.
- 5.3 Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of SRE in school.

### 6 The Role of Visitors in regards to SRE

- 6.1 Visitors are invited in to school because of the particular expertise or contribution they are able to make;  
All visitors are familiar with and understand the school's SRE policy and work within it;  
All input to PSHE lessons are part of a planned programme and negotiated and agreed with staff in advance;  
All visitors are supervised/supported by a member of staff at all times;  
The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.
- 6.2 St Michael's CE School believes in the importance of training for staff delivering SRE. Staff are required to access appropriate training and support to help them deliver effective SRE.

### 7 Specific Issues

- 7.1 Additional support will be given by our school nurse. During the programme all children will be given the name of an alternative member of staff to whom they may go if they wish to speak in confidence and would prefer not to talk to their class teacher.
- 7.2 Parents/Carers have the right to withdraw their children from all or part of the sex and relationships education provided at school.
- 7.3 Those parents/carers wishing to exercise this right are invited in to see the Headteacher who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed.



## **Sex and Relationships Education Policy**

### **8 Confidentiality**

- 8.1 As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named the Designated Safeguarding Lead (Nick Wills) who may confer with the Headteacher before any decision is made.
- 8.2 The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

### **9 Safeguarding**

- 9.1 The school has a separate Safeguarding Policy. Effective SRE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

### **10 Controversial and Sensitive Issues**

- 10.1 Staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

### **11 Equal Opportunities Statement**

- 11.1 The school is committed to the provision of SRE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where pupils with Special Educational Needs are given extra support from SEN staff.

### **12 Dealing with Questions**

- 12.1 Both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned.

### **13 Sexual Identity and Sexual Orientation**

- 13.1 St Michael's CE School believes that SRE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Bullying is dealt with strongly yet sensitively. The school liaises with parents on this issue to reassure them of the content and context.



## **Sex and Relationships Education Policy**

### **14 Communication**

14.1 SRE policy is shared with all staff and is available online or by request from parents.

### **15 Assessing and Monitoring**

**15.1** The SRE policy is to be reviewed every 2 years and appropriate amendments to be made where needed. Information from staff, survey results and quantitative data will all feed in to the review of the SRE policy to ensure effectiveness and relevance.

