

Hanley St Luke's Sex and Relationships Policy

Governor responsible for SRE policy: Mr Lloyd Cook

School SRE Co-ordinator: Mrs. V. Shufflebotham

1 INTRODUCTION

1.1 Sex and Relationships Education (SRE) is included as part of the school's Personal and Social and Health Education programme, and as part of the Citizenship curriculum. It forms part of the school's annual Health Education Fortnight during the summer term. SRE is also addressed as appropriate in other subjects throughout the curriculum, in assemblies, and during Circle Time and discussion time within classes.

2 THE NATURE OF SEX AND RELATIONSHIPS EDUCATION

2.1 According to the 2000 DfES guidance, Sex and Relationship Education (SRE) is:

“... lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.”

2.2 . The 2000 DfES guidance also states that “all primary schools have a sex and relationship education programme tailored to the age and the physical and emotional maturity of the children”.

2.3 Research evaluations have found that good quality SRE can lead to positive health and behavioural outcomes. SRE that begins at a young age and builds to meet the needs of pupils as they grow older can positively contribute to fulfilling relationships and positive experiences later in life.

2.4 Our chief aim is to provide all young people with access to clear information about sexual health and relationships with others, and to facilitate their awareness and understanding of issues relevant to their own lives whereby they can make informed choices with regard to their own sexual health and their relationships with others. Our Sex and Relationships Education also aims to support the personal and social development of all pupils so that they can enjoy relationships based on respect and responsibility.

2.5 In 2014, new supplementary guidance to the 2000 DfES guidance has been published. This can be accessed from the link below:

<https://www.pshe-association.org.uk/uploads/media/17/7910.p>

3 ENTITLEMENT

These have been taken from the 2000 DfES guidance, Sex and Relationship Education:

3.1 “All schools must have an up-to-date policy which is made available for inspection.” The full SRE policy is available to be reviewed on request. All parents receive the school’s Parents Guide to SRE.

3.2 “ The teaching of some aspects of sex and relationship education might be of concern to teachers and parents. Sensitive issues should be covered by the school’s policy and in consultation with parents. Schools of a particular religious ethos may choose to reflect that in their sex and relationship education policy. Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to enter into sexual activity. Indeed it can help them learn the reasons for, and the benefits to be gained from, delaying such activity.”

3.3 “The Department recommends that all primary schools should have a sex and relationship education programme tailored to the age and the physical and emotional maturity of the children. It should ensure that both boys and girls know about puberty and how a baby is born – as set out in Key Stages 1 and 2 of the National Science Curriculum...

..All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes. In the early primary school years, education about relationships needs to focus on friendship, bullying and the building of self-esteem.

Meeting these objectives will require a graduated, age-appropriate programme of sex and relationship education. Teaching methods need to take account of the developmental differences of children and the potential for discussion on a one-to-one basis or in small groups. Schools should set a framework for establishing what is appropriate and inappropriate in a whole-class setting. Teachers may require support and training in answering questions that are better not dealt with in front of a whole class.”

3.4 Parents have the right to withdraw their children from all or part of the Sex and Relationship Education provided at school except for those parts included in the statutory National Curriculum.

4 POLICY DEVELOPMENT

4.1 The following people have been involved in the development of the SRE policy:

Senior Management	-	Consultations; meetings; discussions
Governors	-	Working Party; meetings
Teachers	-	Consultations; meetings; discussions
Non-teaching staff	-	Working Party
Pupils	-	School Council
Parents/Carers	-	Written parent questionnaire
School Nurse	-	Working Party
Health and Well-being Coordinator	-	Meetings; discussions; consultations

5 PURPOSE OF SRE

5.1 As stated in 2.1, Sex and Relationships Education is lifelong learning about physical, moral and emotional development. The following statements outline this further. These have been taken from *Lichfield Diocesan Board of Education Sex and Relationship Guidance: A Christian Perspective*. These statements have been discussed and amended according to the needs of the school.

5.2 Attitudes and Values:

1. learning the importance of values and individual conscience and moral considerations
2. learning the value of family life, marriage, and stable and loving relationships for the nurture of children
3. learning the value of respect, love and care
4. exploring, considering and understanding moral dilemmas
5. developing critical thinking as part of decision-making

5.3 Personal and Social skills

1. learning to manage emotions and relationships confidently and sensitively
2. developing self-respect and empathy for others
3. learning to make choices based on an understanding of difference and with an absence of prejudice
4. developing an appreciation of the consequences of choices made
5. managing conflict
6. learning how to recognize and avoid exploitation and abuse

5.4 Knowledge and Understanding

1. learning and understanding physical development at appropriate stages
2. understanding human sexuality, reproduction, sexual health, emotions and relationships
3. learning about basic contraception and local and national support services
4. learning the reasons for delaying sexual activity; and the benefits to be gained from such delay

6 LEARNING OUTCOMES FOR SRE

These Learning Outcomes have been taken from *Passport*. Many of them link to other areas of PSHE are not exclusively for SRE, but those that link most directly to SRE are listed below.

6.1 Learning Outcomes for Foundation Stage and Key Stage 1

6.2 Skills – Develop confidence and responsibility and make the most of their abilities

- a) Recognise and name feelings, including those associated with change eg. New family member
- b) Begin to manage feelings positively and effectively
- c) Ask for and give permission
- d) Express positive qualities about themselves
- e) Respond with increasing confidence to new people and situations

6.2 Skills – Prepare to play an active role as citizens

- a) Take part in discussions about matters relating to their lives
- b) Recognise and make safe choices based on right and wrong/good or bad

6.3 Skills – Develop a healthy, safer lifestyle

- a) Maintain personal hygiene eg washing, cleaning teeth, toilet routines
- b) Recognise potential risks to safety of self and others from people, situations and in the environment
- c) Say “no” when subject to pressure/something feels wrong
- d) Ask for help from adults
- e) Follow simple safety rules and instructions

6.4 Skills – Develop good relationships and respect the differences between people

- a) Voice differences of opinion sensitively and courteously; say sorry, thank you
- b) Recognise ways in which their own choices and behaviour affect others
- c) Co-operate with others in work and play; share; take turns
- d) Show respect by listening to what other people say
- e) Recognise worth in others, and say why someone is special to them
- f) Make new friends; cope with losing friends
- g) Help to care for pets and plants

6.5 Knowledge – Develop good relationships and respect the differences between people

- a) Know their personal likes and dislikes
- b) Understand ideas of good and bad, and right and wrong
- c) Know some of the things that can cause different emotions

6.6 Knowledge – Prepare to play an active role as citizens

- a) Know how to behave in different situations
- b) Understand that other people, pets and plants have needs
- c) know that all people have the same basic needs, and the difference between needs and wants
- d) Know the different groups to which they belong eg family, friends, school

6.7 Knowledge – Develop a healthy, safer lifestyle

- a) Understand the concept of growing from young to old and that they are growing and changing
- b) Know the correct names for the external parts of the body including the sexual parts
- c) Know places that are safe, where to get help and the people in their community who can help them
- d) Know the rules for keeping safe at home and at school
- e) Know when to keep a secret and when to tell
- f) Know that they have rights over their own bodies

6.8 Knowledge – Develop good relationships and respect the differences between people

- a) Know that different types of family have common features and functions

- b) Know that there are similarities and differences between people: gender, appearance, abilities, families, cultural background etc
- c) Understand that boys and girls can both do the same tasks and enjoy the same things; but that stories and the television sometimes say that boys do this and girls do that
- d) Know that people have things in common but that every individual is unique
- e) Understand how to be a friend and that friendships can change
- f) Know the people who look after them and their different roles and responsibilities
- g) Know what bullying is and what to do if they experience or see bullying
- h) understand that there is a difference between accidental and purposeful hurting

6.9 Attitudes and Values – Developing confidence and responsibility and make the most of their abilities

- a) Believe in fairness for all
- b) Develop confidence when expressing opinions about things that matter to them
- c) Recognise their uniqueness, feel good about themselves and be proud of their achievements

6.10 Attitudes and Values – Prepare to play an active role as citizens

- a) Be aware of their right to decide
- b) Think about what is important to them in making choices
- c) Think about their responsibilities to their friends, class, family
- d) Care about people who have unmet needs
- e) Consider the value of being part of different groups and communities

6.11 Attitudes and Values – Develop a healthy, safer lifestyle

- a) Be proud of their body, enjoy what it can do and treat it with respect.
- b) Want to be healthy and clean
- c) Think about why they need to take care and be safe in what they do
- d) Care about keeping themselves and others safe.

6.12 Attitudes and Values – Develop good relationships and respect the differences between people

- a) Consider the value of being a friend and having friends
- b) Be proud of who they are and understand that difference does not mean better or worse
- c) Value other people's achievements
- d) Begin to accept everyone as an individual
- e) Respect others' needs, feelings and opinions
- f) Be willing to care for others
- g) Value the ways in which their family is special

- h) Think about what trust and reliability mean
- i) Think about why bullying is unacceptable

7.1 Learning Outcomes for Key Stage 2

7.2 Skills – Develop confidence and responsibility and make the most of their abilities

- a) Ask questions and talk confidently with adults and peers about their thoughts and feelings
- b) Express positive things about themselves and others
- c) Recognise the need to ask for support sometimes, and whom to ask and how
- d) Recognise and respond to a variety of emotions in themselves and others, such as jealousy, anger, excitement
- e) Be able to express feelings in different ways and recognise the impact on others

7.3 Skills – Prepare to play a role as an active citizen

- a) Recognise when choices are affected by the media and other influences

7.4 Skills – Develop a safer lifestyle

- a) Manage hygiene procedures e.g. menstruation
- b) Discuss and ask questions about changing bodily needs
- c) Recognise risk in different situations and make judgements about behaviour and decisions about personal safety
- d) Recognise unwanted influence and pressure from friends ...; and exercise some basic techniques for resisting

7.5 Skills – Develop good relationships and respect the differences between people

- a) Recognise their own and other people's feelings
- b) Recognise that actions have consequences for themselves and others
- c) Put themselves into their parents' shoes
- d) Show care for others as well as for themselves
- e) Treat animals with care and sensitivity
- f) Initiate friendships
- g) Develop skills needed for relationships e.g. listening, supporting, showing care
- h) Respond assertively to teasing and bullying
- i) Recognise and challenge stereotypes
- j) Demonstrate tolerance and respect for others

7.6 Knowledge – Develop confidence and responsibility and make the most of their abilities

- a) Know that puberty brings about changes in emotions
- b) Know ways of coping with difficult emotions, fears and worries

7.7 Knowledge – Prepare to play an active role as citizens

- a) Know the variety of communities to which they simultaneously belong
- b) Understand that rights bring responsibilities at home, at school and in the community
- c) Understand that groups have different views: peers, parents, teachers etc. and people of different faiths and cultures

7.8 Knowledge – Develop a healthy, safer lifestyle

- a) Know some of the options open to them in developing a healthy lifestyle now and in the future
- b) Know what makes them feel happy and positive about life; the influence of exercise, leisure, relationships on mental health
- c) Know how changes at puberty affect body hygiene
- d) Know that body changes are a preparation for sexual maturity, and understand the processes of conception and birth
- e) Know about the range of human variation, understand what is meant by “normality” and know that differences between people can be caused by their genes and environment

7.9 Knowledge – Develop good relationships and respect the differences between people

- a) Know what we do that makes each other happy, sad and cross, and what helps and what hinders friendships
- b) Know that people live their lives in different ways and that different cultures may have different life patterns
- c) Develop understanding of different types of relationship including marriage, and know that there are many different patterns of friendship
- d) Understand what families are and what members expect of each other
- e) Know how to deal with friendship problems
- f) Understand more about the changes that take place in human life – parenthood, bereavement, making new relationships
- g) Know about bullying, why it happens, its effects on people, how to deal with it and how to stop it happening
- h) Know how media messages affect attitudes and can cause inequality of opportunity
- i) Know that human sexuality is expressed in different ways, understand what it means and have some words to describe it
- j) Know sources of help, including helplines, when facing problems

7.10 Attitudes and Values – Develop confidence and responsibility and make the most of their abilities

- a) Enjoy life at school, acting confidently and appropriately
- b) Appreciate the importance of taking responsibility for themselves and their behaviour

7.11 Attitudes and Values – Prepare to play an active role as citizens

- a) Consider why a sense of fair play is necessary in their dealings with their peers and others
- b) Consider why it is wrong for children to be bullied or abused by other children or adults
- c) Consider the possible effects of lifestyle on health
- d) Value their own identity and background and those of others

7.12 Attitudes and Values – Develop a healthy, safer lifestyle

- a) Respect their own and others' bodies
- b) Accept responsibility for personal cleanliness
- c) Develop a positive approach and self motivation towards personal safety and risk-taking

7.13 Attitudes and Values – Develop good relationships and respect the differences between people

- a) Respect other people's feelings, decisions, rights and bodies
- b) Value diversity of lifestyles, and the choices made within them
- c) Consider why honesty, loyalty, understanding and respect are important in relationships
- d) Appreciate different ways of loving and the importance of love in relationships
- e) Appreciate that similarities and differences between people are the result of many factors
- f) Consider their developing responsibilities at school, with friends and within the family

8 CONTENT OF SRE PROGRAMME

8.1 Overview of Content of SRE

Many of the Learning Outcomes are addressed throughout all school departments through assemblies, discussion/circle time, Health Fortnight and in the day-to-day lessons within school. They are also addressed in some lessons in the following subjects: R.E., Literacy and Science. They may also be discussed in response to a particular need from a lesson, from playtime or other appropriate place or event.

8.2 Specific SRE Content

Each year group has a particular health focus which takes place during the second half of the summer term. This is called Health Fortnight. All of these focuses address some aspects of SRE, but the main focus for Year Five are the issues of puberty, sexuality and how this will affect the children.

8.3 SRE Content in Year Two

In Year Two, in the second term, there is a specific focus within the Variation topic, of how humans change as they grow older, and that there are many differences and similarities that are to be acknowledged and celebrated. The sexual body parts are named in this topic, and the naming of them is a natural development of the Variation topic and the children are taught the correct terms in a matter of fact way. Prior to the naming of the body parts, a letter is sent to parents so they are aware what terms the children are being introduced to. This can be found in the Appendix.

8.4 SRE Content in Year Five

The main focus areas in Year Five are puberty including menstruation, changing relationships, sexual intercourse, the development and birth of a baby and the impact the baby has on the family. These issues are taught in the context of family life, of loving relationships, respect for others and from a Christian perspective. These will also be taught in response to the needs of the children, which will be gauged by the class teacher mainly through the class consultation prior to the topic (See 8.7)

“Within the church school, the Christian ethos will provide the context within which all personal development takes place. This means that Christian values and attitudes with the emphasis on the importance of marriage, the family and stable relationships to build a child’s self-esteem, self-awareness and a sense of moral responsibility will permeate all the curriculum”

Lichfield Diocesan Board of Education Sex and Relationship Guidance: A Christian Perspective

Lichfield Diocesan Board of Education Sex and Relationship Guidance: A Christian Perspective names four key strands for the delivery of SRE:

- A Commitment, promise, trust, security
- B Friendship, companionship, nurture, comfort
- C Children
- D Sex/Physical Relationships

Listed below are the key items for Year Five’s SRE programme from the curriculum content from Lichfield’s strand 4:

Sex education: changes at puberty: physical, emotional; awareness of the possibility of pregnancy/paternity

Adulthood: what is “grown up?” Changing relationships

Moral issues and core values

Sex in loving marriage relationships

8.5 Parental Involvement in SRE Programme

Parents are invited to a meeting prior to the programme of SRE in Year Five to view resources used, and to have an opportunity to ask questions of the PSHE coordinator and at least one member of the staff from Year Five who teach the Year Five programme of SRE.

Parents are made aware that they can also consult with staff over any concerns/issues that arise prior to or during the SRE programme.

Parents are also made aware of their right to withdraw their children from the SRE programme. See section 11.

8.6 Specific Content of SRE programme in Year Five

Contraception

From Working Party discussions, it was felt that the issue of contraception can be covered in a very basic way, referring to basic methods of contraception. It was felt unnecessary at this stage to go into greater detail about contraception at this stage of the children’s education. There will be no worksheets/main focus on this aspect of SRE. When contraception is referred to, it will be mentioned in the context of a loving relationship.

8.7 Variation of Sexuality

Quote from October 2014 Guidance:

“Within the context of talking about relationships, children should be taught about the nature of marriage and its importance for family life and for bringing up children. The Government recognises that there are strong and mutually supportive relationships outside marriage. Therefore, children should learn the significance of marriage and stable relationships as key building blocks of community and society. Teaching in this area needs to be sensitive so as not to stigmatise children on the basis of their home circumstances.”

“It is up to schools to make sure that the needs of all pupils are met in their programmes. Young people, whatever their developing sexuality, need to feel that sex and relationship

education is relevant to them and sensitive to their needs. The Secretary of State for Education and Employment is clear that teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. There should be no direct promotion of sexual orientation.

Current School Policy on Sexual Orientation

The main emphasis of relationships will be on a married man and woman, referred to as husband and wife. However, the term “partner” will also be used to mean husband and wife, or unmarried people within a loving relationship, or two people as part of a loving homosexual relationship. Questions asked about unmarried/homosexual relationships will be answered in a way that acknowledges their existence, validity and normality, but will go into no greater detail than that. Such issues will be dealt with appropriately and sensitively and with the awareness that children attending the school will have a variety of different home backgrounds that are all equally acceptable and valid. A response from the teacher such as, “That question is not appropriate at this time”, will be sufficient. As a Christian school promoting Christian morals and acceptance, it is felt that covering these issues in greater depth is not appropriate to the curriculum and these issues are better discussed in a situation other than that of a classroom.

“School should not avoid the issue of sexual orientation in their policy, but should state that this is a controversial issue on which there is no one agreed Christian view.”

Lichfield Diocesan Board of Education Sex and Relationship Guidance: A Christian Perspective

Challenging sexism and homophobia forms part of the school’s approach to equal opportunities. Incidents of either will be dealt with in line with procedures specified in the Anti-Bullying policy.

8.8 Other issues to be excluded from SRE

These aspects of SRE will not be discussed as part of the Year Five programme: abortion, orgasm, oral sex and prostitution. However, it will be acknowledged that abortion takes place if this issue is raised by a child in school.

Should questions arise from the children about any of these issues, a response such as “That is not an appropriate question” will be given by the teacher. The teacher can advise the child to consult with their parents on that matter because the issue raised does not conform to the family context in which the SRE should be taught. In the case of any similar issues that do not conform to the school’s family context, professional discretion will again be used.

8.9 Pupil Involvement in Year Five SRE programme

Prior to the SRE health focus, the Year Five children will be encouraged to write down what they hope will be covered in the health topic. This also applies to all other year groups, either written or orally, for their own focused health topics

There will be many opportunities for the children to ask questions during the SRE programme. They will be encouraged to ask questions in response to viewing the videos, based on what they have just seen. All other questions which are not in response to viewing the video will be written down to ensure they are appropriate. If questions are deemed not appropriate, children should be advised to ask their parents that particular question. Answers should not be given to the child on a one-to-one basis because this could become a Child Protection issue.

If a significant issue is raised during SRE, a letter will be sent home informing the parents. This can be found in the Appendix.

9 Approaches to Teaching and Learning

9.1 The delivery of PSHE

SRE is delivered by all teachers as appropriate within their classes, and also during assemblies and discussion/Circle Time as appropriate. The two main specific focus topics on SRE take place in Year Two and Year Five. Year Two will be taught by their class teachers. Year Five will mostly be taught by their class teachers, but also there will be lessons led by the school nurse. The content of these lessons by the school nurse will be discussed and decided prior to them taking place. These discussions will be between the school nurse and the PSHE coordinator or the school nurse and the class teacher.

9.2 Approaches to teaching and learning SRE

The following approaches are used to teach SRE:

- Teacher led discussion
- Mixed sex group discussion
- School nurse input
- Displays
- Video
- Books
- Worksheets
- Role play

Clear ground rules are negotiated with the pupils to establish a safe and respectful environment for the discussion of issues relating to SRE. Pupil consultation regarding content coverage is also made prior to the SRE programme.

The use of “slang” language is not considered appropriate for the teaching of SRE. Teachers and visitors will use appropriate language. This links to the work covered in Year Two on using the correct names for sexual body parts.

10 Staff Development and Support

10.1 Staff Development and Support

The PSHE coordinator will support the staff in their teaching of SRE. When courses have been attended, the PSHE coordinator will cascade appropriate training to the appropriate staff.

The PSHE coordinator will consult with PSHE advisers for advice and development of his/her own training and development needs and for the training and development needs of the teaching staff.

The PSHE coordinator will review and purchase appropriate teaching materials, in consultation with appropriate staff, in order to develop the school’s PSHE programme.

Staff meetings will be held to train/inform staff on SRE and PSHE issues as appropriate.

When new government guidance is issued, the PSHE coordinator will provide copies, or details of internet links, to the new material as appropriate. This particularly applies to the Year Five staff who deliver the main biological/emotional aspects of SRE.

10.2 Use of Visitors in SRE

The input of the school nurse service, which is used to support SRE, is monitored by the PSHE coordinator, in consultation with teaching staff. This input enriches the children’s understanding of health and hygiene connected with puberty, and their understanding of the process of menstruation. These lessons are delivered with the teacher being present, and the boys and girls together.

“Visitors should complement but never substitute for or replace planned provision. It is the PSHE coordinator’s and teacher’s responsibility to plan the curriculum and lessons”.
DfES Sex and Relationship Education Guidance 2000

“When inviting outside professionals into the school to contribute to SRE programme, church schools should be careful to emphasize the Christian ethos in which this education should take place...”

11 Parental Right to Withdraw Children from SRE

All parents will be informed of the school's SRE policy through the school's prospectus, the school newsletter and the Parents Guide to SRE. At the same time, parents will be informed of their right to withdraw their child from school sex education lessons that fall outside the National Curriculum science lessons. The responsibility for withdrawal will be with the parent/carer who will need to inform the school of their decision. This does not include situations in which related topics arise naturally in other subjects.

If parents request that their child is withdrawn, the head teacher will discuss the issues and try to reassure them. Parents do not have to give their reasons for withdrawing their children, but should be made aware of the implications of removing children and especially how it will make their child feel and how it may affect relationships with other pupils.

12 Confidentiality

Teachers should not encourage pupils to disclose information "in confidence" that they may have to pass on at a later stage. Wherever possible, teachers should make clear to pupils where the boundaries of confidentiality lie before pupils make personal disclosures.

There is no general legal duty for teachers to disclose personal information given by a pupil to anyone else – senior managers, colleagues, parents/carers, police etc. However, **teachers are contractually bound to disclose information about physical or sexual abuse of children and young people to their designated child protection member of staff and/or Social Services.**

The following will help to establish clear boundaries for confidentiality between pupils and teachers:

- Reassuring pupils that their best interests will be maintained
- Encouraging pupils to talk to their parents or carers and giving them support to do so
- Ensuring that pupils know that teachers cannot offer unconditional confidentiality
- Reassuring pupils that, if confidentiality has to be broken, they will be informed first and then supported as appropriate
- If there is any possibility of abuse, follow the school's Child Protection procedure
- Making sure that pupils are informed of sources of confidential help, for example, the school nurse, counsellor, GP or local young person's advice service
- Using ground rules in lessons

13 One to One Support for Young People

There may be occasions when a child receives one to one help within the classroom with their work on SRE, as in any subject. This will be carried out by a classroom assistant or the school nurse while the class teacher is present. Any children with statements will participate in the SRE lessons and receive this individual support as necessary and within the same context.

14 Policy Monitoring

The person responsible for the monitoring of the policy is the PSHE Co-ordinator.

A review of the policy will take place every two years and will consider the views of pupils, staff, parents/carers and governors as appropriate.

15 Assessment and Evaluation

The framework for assessing and evaluating learning is as follows:

Foundation Stage/Key Stage 1

Draw and Write on SRE area discussed
Question and Answer sessions in class
Simple quiz sheets
Year Two – labelling body parts on a sheet
PSHE Diary as appropriate
Marking of work in books.

Key Stage 2

Question and Answer sessions in class
Whiteboards in class
Quiz sheets
End of topic pupil evaluation
Year Five – end of topic evaluation (pupils)
PSHE Diary.
Marking of work in books.

