

St. George's Church of England Primary School

Sex & Relationships Education Policy

Introduction

St. George's Church of England Primary School is a Voluntary Aided Primary School catering for children aged between 4-11. The children are predominantly white and come from both single and dual parent families.

This policy was developed by the school and shared with the whole-school staff. This policy went before the governors at their first full meeting of the Summer Term 2018.

Policy Statement

SRE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings (Sex Education Forum 1999).

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.

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 outside the National Curriculum Science Order. 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.

Other related policies and documents include the PSHE & Citizenship policy, Anti-Bullying Policy, Drug Education Policy, Child Protection Policy and the Promoting Race Equality document.

Aims and Objectives

This policy is a working document which provides guidance and information on all aspects of SRE in the school for staff, parents/carers and governors. To be accessible to all of these groups the policy is available on request and presented in a way that is easy to understand.

Moral and Values Framework

The SRE programme at St. George's Church of England Primary School reflects the school ethos and demonstrates and encourages the following values:

- Respect for self;
- Respect for others;
- Responsibility for their own actions;
- Responsibility for their family, friends, schools and wider community.

Equal Opportunities Statement

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.

Content

In the Foundation Stage and 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.

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. 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 well-being of others. Life processes are discussed including the physical changes that take place at puberty, why they happen and how to manage them.

Playground Leaders from Years 5 & 6 are trained to help the younger children with playground disputes and their work is introduced to children through a whole-school worship time.

Teachers in Years 5 & 6 teach about Sex Education and how the changes they are experiencing to body and mind are reflected in the way they handle friendships and unusual situations.

Organisation

SRE should not be delivered in isolation but firmly embedded in all curriculum areas. At St. George's the main content is delivered in PSED sessions.

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.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of SRE in school. St. George's Primary School has a code of practice for using visitors to support the delivery of PSED:

- 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 PSED 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.

Elements of the sex education in the science curriculum are assessed formally.

Evaluation of the SRE programme outside of the science curriculum is conducted using a variety of informal activities. Teachers are required to keep their own personal evaluation of each lesson which are used to inform future planning.

Staff are encouraged to attend County courses to gain further knowledge and skills to support their work in this area. School based INSET takes place and the Rector, Reverend Martyn Taylor is able to support staff in matters concerning relationships.

Specific Issues within SRE

Withdrawal

Parents/Carers have the right to withdraw their children from all or part of the sex and relationships education provided at school except for those parts included in statutory National Curriculum.

Those parents/carers wishing to exercise this right are invited in to see the Executive Headteacher / Head of School 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.

Confidentiality

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 child protection officers who are the Executive Headteacher or Head of School before any decision is made.

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.

Child Protection

The school has a separate Child Protection Policy. Effective SRE may bring about disclosures of child protection issues and staff are aware of the procedures for reporting their concerns.

Controversial and Sensitive Issues

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 opinions.

Dealing with Questions

Any questions pupils' have regarding SRE 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 Child Protection Officer if they are concerned.

Dissemination

All staff members and governors receive a copy of the SRE policy. Training is delivered to staff on the policy content. Copies are available from the school office on request from parents. Information is included in the School Prospectus concerning the Governors decision on how Sex Education is taught.

Review

The policy will be amended as and when appropriate.