



St Peter's Eaton Square C. of E. Primary School

Sex and Relationships Education Policy (SRE) 2019

Rationale

At St Peter's Eaton Sq C of E Primary School we believe that effective Sex and Relationship Education (SRE) is essential if our pupils, as they grow, are able to make responsible and well informed decisions about their lives.

What is sex and relationships education?

It is lifelong learning about physical, moral and emotional development. It is about the understanding of all types of relationships, including marriage and other forms of family partnerships important for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.

SRE has three main elements;

- Attitudes and values
- Personal and social skills and
- Knowledge and understanding

Moral and Values Framework

Sex and relationships education will reflect the values of our Church school ethos and PHSE programme. SRE will be taught in the context of relationships. In addition SRE will promote self-esteem, emotional health and wellbeing and help children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

Process for Policy Development

The policy has been developed in consultation with parents/carers, teaching staff and non-teaching staff and governors. The school's SRE policy is shared with parents via the school's website. We aim to respond sensitively to any comments or questions should they arise.

The implementation of this policy is the responsibility of the Head Teacher and all the teaching staff.

Aims and Objectives for Sex and Relationships Education

The aim of SRE is to provide children with age appropriate information, to help them explore attitudes and values and to develop their own skills to make informed and positive decisions about their lives and bodies.

EYFS and Key Stage 1

Education about relationships for 3-7 year olds will focus in PHSE on building self-esteem, developing skills to form friendships and relationships with others. Children will have opportunities to reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and family life and death. They begin to co-operate with others in



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work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

Children at this stage also learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health.

Key Stage 2

As children grow older they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures. Sex and Relationships Education should focus on the development of skills and attitudes not just the acquisition of knowledge.

The objectives of Sex and Relationships Education are;

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To support 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 (Years 5 and 6)
- 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 respect and care for their bodies
- To be prepared for puberty and adulthood (Years 5 and 6)

The teaching programme for SRE Legal Requirements

All children will have equal access to sexual health information regardless of age, race, disability, gender, sexual orientation or religion.

However, any parent has a legal right to withdraw their children, either wholly or partly, from receiving sex education in school other than sex education contained within the national curriculum.

If the parent of any pupil in attendance at a maintained school requests that he may be wholly or partly excused from receiving sex education at the school, the



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pupil shall, except so far as such education is comprised in the National Curriculum, be so excused accordingly until the request is withdrawn.

(Education Act 1996 (Section 405))

All parents of Year 6 children are informed in writing of their right to withdraw their children from any forthcoming sex and relationships education lessons and will be given an outline of the lessons in advance so they are able to make an informed decision.

We will also hold an annual meeting for parents of Year 6 children to give them the opportunity to come in to school and view the lesson materials if they so wish.

The National Curriculum Science Curriculum

We teach the following as part of the statutory National Curriculum for Science. (Parents do not have the right to withdraw their child/children from statutory coverage.)

Key Stage 1 (Years 1 and 2)

- that animals including humans, move, feed, grow, use their senses and reproduce.
- to recognise and compare the main external parts of the bodies of animals, including humans.
- that humans and animals can reproduce.
- to recognise similarities and differences between themselves and others.
- treat others with sensitivity.

Lower Key Stage 2 (Years 3 and 4)

- that the life processes common to humans and other animals include nutrition, growth and reproduction.

Upper Key Stage 2 (Years 5 and 6)

- about the main stages of the life cycle of humans and other animals
- describe the life process of reproduction in humans and animals
- describe changes as humans develop
- identify and name main parts of human body
- recognise the impact of diet, exercise, drugs and lifestyle on how our bodies function
- recognise that living things have changed over time, that living things, including humans, have adapted over time and reproduce

The organisation of Sex and Relationships Education

Sex and Relationships Education is delivered through science, RE, PHSE, literacy activities, circle and reflection times.



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Sex and Relationships Education is taught by classroom teachers, teaching assistants and, if appropriate, outside visitors such as the school nurse.

'Visitors should complement but never substitute or replace planned provision. It is the PHSE co-ordinator's and teacher's responsibility to plan the curriculum and lessons.' Sex and Relationships Guidance DfEE 0116/2000 P 29 6.11

A range of teaching methods which involve children's full participation are used to teach Sex and Relationships Education. These include use of media clips, discussion, drama and role-play.

Sex and Relationships Education is usually delivered in mixed gender groups.

Child Protection / Confidentiality

Teachers are aware that effective Sex and Relationships 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 LA procedures for child protection. Child protection concerns would override all other consideration including confidentiality.

Links with other policies

This policy is linked with the following policies:

- PHSE
- Single Equality Policy
- Safeguarding
- Behaviour inc Anti-Bullying
- E-safety

Teachers 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.

Children with special needs

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

Monitoring and Evaluation

Monitoring is the responsibility of the head teacher and named governor. 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.



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The effectiveness of the SRE programme will be evaluated by assessing children's learning and implementing change if required.

Any change to the policy at any time will be reflected in the school prospectus.

SRE issues will be included in the induction programme for all new members of staff.