



RATIONAL

We are committed to working together to be a welcoming, caring community where everyone reaches high levels of achievement, feels valued and has confidence in their abilities and acts responsibly towards others.

This policy has been developed through a consultation process with staff, parents, pupils and the Health Education Link Service. The policy has been developed to ensure that staff and parents/carers are clear about the statutory requirements regarding Sex and Relationships Education and the pupils receive their educational entitlement.

The teaching of Sex and Relationship Education at St Stephen's C of E Primary School is an important aspect of a pupil's education and is concerned with informing children honestly and appropriately so that they can make safe choices later in life. SRE includes planned opportunities to support the development of their self-confidence and relationships, enabling pupils to participate happily in the wider community. It promotes an understanding of the range of family groups and other people who contribute to providing children with the care, love and support they need to grow.

THE MORALS AND VALUES FRAMEWORK

Sex and Relationship Education is to be taught within a moral framework, respecting the cultural diversity of our school community and that of the wider community. Children will learn about moral values through all aspects of school life and all curriculum areas, not just Sex and Relationship Education.

The values and attitudes for SRE at St Stephen's C of E Primary School are rooted in the school's Christian values ethos and mirror the Southwark Diocesan Board of Education's own SRE policy. As part of SRE, pupils should be taught about the nature and importance of marriage and family life in bringing up children, and the significance of stable relationships as key building blocks of community and society.

We believe SRE is lifelong learning about physical, social, moral, spiritual and emotional development. It is about the understanding of the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.

AIMS OF THE SEX AND RELATIONSHIP EDUCATION PROGRAMME:

- To acknowledge and compliment the role of parents as key educators, to liaise with, and work in partnership with them.
- To enable children to develop feelings of self-respect, self-esteem self-confidence, sympathy and empathy.
- To provide clear and accurate information about the development of the human body in an open and frank way, gradually increasing age appropriate detail.
- To generate an atmosphere in which pupils can ask questions and discuss matters without embarrassment, knowing that they will be answered at a level appropriate to their development and understanding, and sensitive to the needs of everyone.
- To counteract misleading myths gained from the playground, peers, adults or media.
- To promote loving and caring relationships and the idea of mutual responsibilities within these relationships.
- To develop an understanding of other's beliefs, needs and feelings.
- To develop skills that will enable them to make informed choices both now and in the future.
- To provide information on agencies that can provide support on health related issues.

We teach children:

- The physical development of their bodies as they grow into adults.
- The correct vocabulary for all parts of the body and encourage sensible attitudes to natural bodily functions.
- To understand and respect differences and similarities between boys and girls.
- The way humans reproduce.
- To respect their own bodies.
- To understand why hygiene is important.

- To identify positive things about themselves and their achievements.
- The importance of loving and caring relationships and the idea of mutual responsibilities within these relationships.
- To recognise and challenge gender stereotypes.
- The importance of family life and to recognise that families are different and to challenge stereotypes about families.
- To reflect upon and discuss moral questions.
- To understand what makes a positive relationship.
- To be able to use basic techniques to resist pressure from others.
- Respect for the views of other people.
- To help young people understand they have rights and should have control over who touches their body and to increase communication skills about such matters.
- To be able to demonstrate simple decision making strategies.
- To understand and be able to use assertiveness skills.
- Know what is true and false about how someone can become infected with HIV.

ORGANISATION AND TEACHING

Children are taught by their own class teachers and in some cases an adviser from the Health Education Link Service or learning mentor will support the delivery of lessons. All staff are committed to delivering the programme and, if external agencies are used, pupils will be adequately prepared.

As with all purposeful teaching, a balanced range of methods is employed, but with the emphasis on active learning methods which involve the children's full participation. Approaches will vary with the materials to be used and the objectives of the lessons but will generally be pupil centred, interactive and involve discussion and group work.

Teaching can be in both single gender and mixed gender groups as it is helpful for boys and girls to discuss feelings about growing up and developing an awareness of the development of both sexes, whilst promoting a positive attitude to equal opportunities, anti-sexism and gender issues. Provision is made available for single sex groups as appropriate, relevant or requested. There will be sensitivity to individual special needs, ensuring that resources used will enable equal access to all.

SRE is taught through different aspects of the curriculum. While we carry out the main teaching in our personal, social and health and economic education (PSHEE) curriculum and Social and Emotional Aspects of Learning (SEAL) programme. Some elements will be explored through the Religious Education Policy and during assembly time.

Pupils are taught SRE as part of the **statutory** National Curriculum Science Programmes of Study: Key Stages 1 and 2 September 2014 as outlined below:

Key Stage 1

- Identify, name, draw and label the basic parts of the human body.
- Notice that animals, including humans, have offspring which grow into adults.
- Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.

Key Stage 2

- Life-processes common to humans include nutrition, growth and reproduction.
- The main stages of the human life cycle.

The SRE scheme of work has been developed to meet the needs of the pupils through a needs assessment process. Lessons and resources have been taken from the Young London Matters *SRE Core Curriculum for London: A Practical Resource*.

WORKING WITH PARENTS

The school is committed to working with parents and carers.

Parents are informed when their children will be learning about SRE in the school newsletter, this includes a brief outline regarding coverage. Following this, opportunities will be available for parents to discuss any concerns. The teaching materials and resources used are available for parents to view upon request.

Pupils cannot be withdrawn from any teaching which is part of the National Curriculum for science (outlined above).

CONFIDENTIALITY AND CHILD PROTECTION

Teachers should encourage all pupils to discuss their concerns with an appropriate adult. The negotiation of 'Ground Rules' in SRE sessions is important for this reason. Teachers should make it clear to pupils the level of confidentiality that they can offer.

In line with the Child Protection Policy, teachers cannot offer or guarantee absolute confidentiality.

Teachers should consult with the school's designated CP lead for advice on all CP matters.

All outside agencies working in school to support the SRE programme will adhere to all relevant school policies.

RESPONSIBILITIES OF PUPILS

Pupils come from a variety of backgrounds and are entitled to learn in a safe and supportive environment. Some pupils use terms associated with sexuality as a way to harass other pupils. This is unacceptable and will be dealt with as any other form of bullying through the school's behaviour policy. An understanding of human difference is an important aspect of education and will be dealt with in a sensitive manner.

EVALUATION

Elements of the SRE programme in the Science National Curriculum are assessed formally. Teachers also undertake a variety of informal evaluations of their lessons and the children's response to them. The PSHE Co-ordinator evaluates the programme and its contents annually and reviews and amends as necessary.

RESPONSIBILITIES OF STAFF AND GOVERNORS

Overall responsibility for this policy is with the Governor Body.

The governing body is responsible for:

Authorising the SRE Policy and any subsequent reviews of the policy and ensuring that the terms and ethos of this policy are followed.

The Personal Social Health and Economic Education Co-ordinator is responsible for:

- Writing and updating the Sex and Relationship Education Policy and Scheme of Work in light of initiatives and change, and monitoring the development of the subject throughout the school.
- Guiding and supporting teachers in this subject, to include refresher training for SRE.
- Co-ordinating external agency support for SRE.
- Monitoring the effectiveness of the planned and delivered curriculum for SRE.
- Co-ordinating classroom practices and guidelines across the curriculum and ensuring the development of subject skills.

- Auditing and monitoring resources throughout the school to ensure that there are sufficient age-appropriate and ability-appropriate resources for effective teaching and learning.

The Head Teacher is responsible for:

- Ensuring that the terms and ethos of this policy are followed.

Other members of the staff team are responsible for:

- Following the terms and ethos of this policy.

Agreed by Governors
(Chair Signature):

Policy Due for Review:

October 2016