

GREAT ECCLESTON
COPP CHURCH OF ENGLAND PRIMARY SCHOOL

SEX and RELATIONSHIPS EDUCATION
POLICY

Equal Opportunities Statement

The school curriculum incorporates our values and aims and is designed to provide equal opportunities for all children regardless of age, gender, ethnicity, disability, attainment or background. It pays particular attention to provision made for and the achievement of different groups of pupils within school.

In undertaking the writing of a Sex and Relationship Education (SRE) Policy, The Governing Body, Headteacher and staff would like to promote the wider understanding of the concept of SRE setting it within a framework of the Religious, Moral and Personal, Social and Health Education curriculum. This framework reflects the Schools' Christian Foundation, Ethos and Mission Statement. It also recognizes the partnership of home and school and of teacher and parent in this important area of personal development.

SRE is part of the wider responsibility of the school and although values stated here are for Sex and Relationship Education, they are an integral part of the general aims of promoting in pupils:

- a positive and secure personal identity and sense of their own value
- attitudes of respect, acceptance, trust and concern for others
- ability to form and sustain healthy relationships
- confidence to talk, listen and think about feelings and relationships
- preparation for physical and mental changes as they move towards puberty.

Responsibility

In accordance with the policy on SRE approved by the Governing Body, this school's programme is organised and monitored by the Headteacher.

Delivery of SRE will be through:-

- classroom topics/discussions
- aspects of the science which deal with life processes and living things
- collective worship
- aspects of the RE syllabus
- visits from the school nurse in EYFS and Y6
- PSHE education (a defined unit).

Styles of Teaching and Learning plus Equal Opportunity

Boys and girls will normally be taught together in the usual class thus providing equal opportunity for each gender to begin to understand the other's needs.

The school will take particular care to see that children with special educational needs are properly provided for and work closely with their parents to secure this.

Matters excluded from the programme:-

There will be no direct teaching on:

- exploitation or violent sexual practices such as incest, prostitution, rape
- forms of sexual intercourse or foreplay
- masturbation

Any aspects relating to same gender relationships or sexual orientation will be dealt with sensitively and addressed as the need arises.

Answering Children's questions which raise difficult or sensitive issues

Sometimes a child will, in the classroom, ask a question, which is explicit and likely to lead into areas that do not form part of the school's programme. It is the policy of this school that such questions do not have to be answered directly, or immediately, or at all. The teacher may answer the child later individually or the child/children may be referred to their parents. The school expects teachers to use their professional skills and discretion in such cases, and always keep in mind the aims, values and procedures that are set out in this document. If a teacher is concerned or in doubt, he/she should consult the Headteacher.

Confidentiality and Child Protection

A child may occasionally put private questions to a teacher, or other adult met at school, and request secrecy. The questions will be answered sensitively, but no assurance of secrecy or confidentiality will be given. This is because the child may be revealed to be at risks or in danger, and then appropriate action must be taken.

It is the role of teachers in school to provide education about sexual matters generally and not to give individual advice or counselling on issues concerned with sex. Should there be disclosure or suspicion of abuse, the Child Protection Policy will be followed.

Visiting Speakers

From time to time, this school uses visiting speakers as part of the SRE programme. Such visitors will be suitably experienced and qualified to support the school's programme. They include the school nurse, health professionals, the LA Health Education team, persons recommended by the Diocesan Board of Education. A teacher will be present at all times during such visits to allow follow up discussion.

Resources

Any materials used will be chosen with care and may be viewed by parents on request.

Working with Parents

As a school we work in partnership with parents; this is essential to effective sex and relationships education. We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and cooperation.

The teaching of some aspect of sex and relationship education might, nevertheless, be of particular concern to some parents. Teachers and all those contributing to sex and relationship education have a responsibility to ensure the safety and welfare of pupils and will work within an agreed values framework as described in the school's policy. The PSHE coordinator will work with all the staff in school and appropriate governors, following Lancashire and government guidelines, to ensure that the school's sex and relationship programme is suitable for the needs of the pupils in our school and will make provision for any parents wishing to discuss aspects of the Sex and Relationships education syllabus.

Parents have the right to withdraw their children from any aspect of Sex Education. Any parent wishing to exercise this right should talk the matter through with the school beforehand.

SRE Programme

The school's SRE programme will, as part of a wider scheme of moral, personal, social, health and religious education:

- provide information which is easy to understand and relevant and appropriate to the age and maturity of the pupils
- include the development of communication and social skills
- encourage the exploration and clarification of values and attitudes deriving from Christian teaching.

Sex education will be taught in the context of relationships. Topics and themes will be repeated from year to year in greater depth taking account of the pupil's development and the spiral curriculum concept.

Teaching of SRE

By the end of Key Stage 1, we aim that pupils will:-

- be able to talk about themselves and to feel good about themselves
- understand the concept of growing from young to old
- know and understand life processes of humans and other animals
- know how much care babies need and how they develop
- maintain personal hygiene and to understand about germs
- recognise safe and unsafe situation
- know the basic rules for keeping safe
- know who to go to for help
- be able to use the phone in an emergency
- be able to discuss the term stranger and begin to understand what it means
- be able to talk about worries
- be sympathetic to other people and their worries
- cooperate with others in work and play, share and take turns
- respect the needs, feelings and opinions of others and can think about why bullying is unacceptable
- know the correct words for the external parts of the body
- be aware of different cultures and know that not all families are the same
- be able to tell the difference between secrets we keep and those we tell
- understand it's ok to tell if someone is being harmed/hurt
- know the difference between what is comfortable and uncomfortable

By the end of Key Stage 2, we aim that pupils will:-

- be able to discuss appropriate hygiene products and demonstrate their use
- recognise changing emotions and understand that privacy is a natural requirement
- understand that bodies change as we get older
- understand the role of hormones in mood swings
- understand and cope with the physical changes that take place at puberty
- understand how a baby develops and is born
- recognise and challenge stereotypes
- identify different kinds of relationships and value them
- respect other people's views and beliefs
- understand and accept a wide range of different family arrangements eg second marriages, fostering, extended families
- consider the diversity of lifestyles
- know how to keep themselves safer in risky situations
- follow a list of how to keep safe.
- recognise the pressure of unwanted physical contact and know ways of resisting it
- understand the term "grooming" and its associated risks
- be self-confident in a wide range of new situations
- recognise that actions have consequences
- recognise their own dignity and worth and how decisions and actions may impact on life ambitions
- recognise when changes are affected by the media and other influences
- can talk about peer influences

- recognise their own worth and identify positive things about themselves
- understand how to use safe routines to stop the spread of viruses