



**SEX & RELATIONSHIP EDUCATION  
(Personal, Social,  
Health & Citizenship Education)**

This policy has been written taking into account our school's ethos, vision and values, together with those within the Jigsaw framework.

As a school we take pride in our own core values of Respect, Resourceful, Responsible, Reflective and Resilience. These core values are promoted and celebrated where possible and underpin our school ethos. We also believe in promoting spiritual, moral, social and cultural development by providing positive experiences within the curriculum and through the local community.

## Introduction

We have based our school's Sex and Relationship Education (SRE) policy on the DfEE guidance document 'Sex and Relationship Education Guidance'. In this document, SRE is defined as 'learning about physical, moral and emotional development.' It is about understanding 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'.

SRE is part of the Personal, Social and Health Education in our school. While we use SRE to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use Sex Education as a means of promoting any form of sexual orientation or activity. There is an emphasis on understanding what constitutes and how to maintain a healthy relationship.

## Aims and objectives

The school aims to develop all three of the following elements within its teaching of the SRE programme as appropriate to the age and the physical and emotional maturity of its pupils. It is recognised that the more sensitive issues need to be approached consistently across the school.

- Attitudes and Values
- Personal and Social Skills
- Knowledge and Understanding

Within the programme the school aims to develop knowledge and understanding of the following areas:

- The physical development of their bodies as they grow into adults;
- Body image and self-esteem
- Stereotyping and gender roles
- The way humans reproduce
- Respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship
- The importance of family life
- Moral questions
- Building and sustaining healthy, positive relationships
- Respect for the views of other people
- Sexual abuse and what they should do/where to get help if they are worried about any sexual matters
- Computing link: sexting
- Safe online computing

## Context

We teach SRE in the context of the school's aims and values. While SRE in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values, which underpins all of our work in school. In particular, we believe that:

- SRE should be taught in the context of stable and loving relationships, marriage and family life
- SRE is part of a wider social, personal, spiritual and moral education process
- Children should be taught to have respect for their own bodies
- Children should learn about their responsibilities to others, and be aware of the considerations and consequences of sexual activity
- It is important to build positive relationships with others, involving trust and respect
- Children need to learn the importance of self-control

We carry out an integrated scheme of work encompassing the emotional literacy, social skills and spiritual development themes. The core themes for delivery of SRE through Jigsaw are 'Changing me'. We also teach SRE through statutory Science lessons.

Through our Jigsaw lessons we teach children about relationships, and we encourage children to discuss issues that they may have in circle time and to ask questions. Teachers will answer questions openly and honestly as long as they feel it is acceptable to discuss. If the teacher feels that the question is outside the remit of the lesson they will either explain why they will not answer it or if they feel that it is necessary they will speak to the pupil on their own. We teach about the parts of the body and how these change and work. We make sure children know where they can get help from and encourage the children to ask for help if they need it.

The main topics that are covered in each year are as follows:

Year 3	Changes that happen to our bodies on the outside and the inside. How babies grow and develop in the mother's uterus.
Year 4	Puberty for girls and naming both male and female body parts necessary for making a baby.
Year 5	Self and body image. Understand what happens to boys and girls bodies during puberty. Conception.
Year 6	Self and body image and puberty for boys and girls. Understanding the development of a baby from conception to birth. Attraction.

In Science we follow the guidance material in the National Curriculum for Science. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth. In Years 5 & 6 we place a particular emphasis on health education, as many children experience puberty at this age.

If using ICT to do any work surrounding SRE, the children are reminded to use the Internet and ICT resources safely and responsibly. They are encouraged to review the Acceptable Use Policy. There is guidance for the safe use of the Internet in the school's Internet and E-Safety Policies.

## Statutory Requirements

The school is mindful of its statutory obligation to:

- 1) Publish a SRE policy and make it available for parents
- 2) Ensure that all teaching materials used are appropriate to age, religious and cultural background of its pupils
- 3) Teach all aspects of SRE included in the national Curriculum Science Orders (DFEE QCA 1999)

4) Inform parents of their right to withdraw their children from SRE other than that taught in national curriculum Science.

### Monitoring and Evaluation

The subject leader for PSHCE monitors the delivery of the programme by:

- Model lessons/Lesson observations/Team teaching
- Discussions with pupils
- Scrutiny of work/displays
- Jigsaw assessment

### Assessment and Recording

The promotion of assessment for learning means that children are assessing their own progress as well as the teachers. There are clear expectations of what the pupils will know, understand and be able to do at the end of each key stage.

### The role of Head of School

It is the responsibility of the Head Teacher to ensure that both staff and parents are informed about our SRE policy, and that the policy is implemented effectively. It is also the Head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity

### The role of parents

The school is well aware that the primary role in children's SRE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about the school's SRE policy and practice and offer opportunities look through teaching the material
- Answer any questions that parents may have about the SRE of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for SRE in the school

Parents have the right to withdraw their child from all or part of the PSHCEEC SRE programme, although not from Science lessons. If a parent wishes their child to be withdrawn from SRE lessons, they should notify the Head in writing and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

### The role of other members of the community

The school follows the Borough recommendation to maximise the use of external expertise when appropriate e.g.

- the school nurse is invited to support work on puberty and menstruation during SRE (applies to Years 5 and 6 only).

These support the delivery of SRE education and Drugs and Alcohol education.

### Confidentiality and Safeguarding

Teachers conduct SRE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of Safeguarding. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency following protocols laid down in the Safeguarding policy.

If the teacher has concerns, they will notify the designated Safeguarding adult. All teachers will be aware of both the Safeguarding and Confidentiality policy.

#### SRE and Special Educational Needs

As an inclusive school all children are to have access to the same lessons although in certain circumstances in consultation with the Head Teacher and the parents it may be that certain areas may be delivered in a small group or individually where appropriate. The school will seek guidance from the school nursing team where necessary in order to support all pupils. Children with EAL will be supported to access the curriculum.

#### Links to other policies

- General PSHCE
- Safeguarding
- Confidentiality
- Special Educational Needs
- Computing/E-Safety