

ST MARGARET'S COLLIER STREET CE SCHOOL

SEX & RELATIONSHIPS

Review, rewrite: March 2018

Agreed by Governors: March 2018

Next Review: March 2019

**SEX AND RELATIONSHIPS EDUCATION
AT
ST MARGARET'S COLLIER STREET
CHURCH OF ENGLAND PRIMARY SCHOOL**

Rationale

1. Our Sex and Relationships Education is based upon the premise that all life is from God and we are created in the image of God. The Christian values of friendship, fairness, respect and helpfulness are lived out in our school each day. Pupils' personal, social, health and emotional development are all promoted in the supportive Christian ethos of this church school, where care, understanding and respect for each other are paramount. It is in the context of the absolute value of all persons, and the infinite love of God, that SRE is taught at St Margaret's Collier Street CE Primary School.
2. Sex education should be seen in school as part of promoting health and well being through the curriculum. Sex education is more than just biological facts and hygiene, it has moral, legal, cultural and ethnic dimensions. Sex education does involve knowledge of how the human body functions, but it also involves feelings about love, sexuality and responsibility towards oneself and towards others.
3. A well-developed SRE programme contributes towards a schools ethos, supporting children and young people in their development.
4. By the end of Key Stage 2 children have been bombarded with all sorts of information about and images of 'sex'. Very little of this will be of value to them in their adult life. Unless home and/or school make a specific effort to put these images into perspective and context, pupils may well grow up with misapprehensions, taking them into adulthood.
5. Some children are taught sex education at home. Many, however, are not. The school's responsibility is to take nothing for granted and, in a caring, matter-of-fact manner, explain to the children the facts concerning how bodies change during puberty, facts about reproduction and birth. Education about sexuality and relationships will also be covered.

Objectives

1. To recognise the importance of appropriate relationships.
2. To respect themselves and others.
3. To help young people move with confidence from childhood through adolescence into adulthood.
4. To value family and marriage as the foundation of a civilised society, and a firm basis for the nurturing of children.
5. To develop a healthy, safer lifestyle.
6. To know and understand their physical development, sexuality and reproduction.
7. To develop good relationships and respect the differences between people.

8. To be able to manage emotions and relationships confidently and sensitively.
9. To recognise and be able to avoid exploitation and abuse.
10. To encourage and develop young people to be responsible for their actions and the consequences.
11. To discuss moral questions.

Aims

- To provide reassurance that body changes, physical, emotional and social are normal and acceptable
- To counter myths and misinformation – to examine opinions and encourage discussion
- To inform the children of the changes that male and female bodies undergo during puberty
- To inform the children what happens when sexual intercourse takes place
- To explain to the children that sexual intercourse can lead to pregnancy
- For pupils to respect their own bodies and to recognise the importance of sexual activity being within a committed, long term and loving relationship
- To encourage awareness, respect and responsibility to oneself and to others

Children and young people grow up in a complex and ever faster changing world, in which they are exposed to an increasing range of influences and pressures. St Margaret's School aim to build on and complement the learning that has already started at home, in relation to developing moral values and attitudes, and an awareness of themselves as responsible young people. Parents or adults who care for the young people we teach are the 'first time educators' of their children. Schools work in partnership with them, in developing children personally and emotionally, and as young citizens.

In sex and relationship education, the skills, knowledge and attitudes developed will enable young people to lead healthy, fulfilling and meaningful lives, in which they:

- Respect themselves as individuals, whilst developing an understanding, tolerance and respect for others and their differences, treating all people as equal
- Develop a clear set of values and attitudes, including honesty and kindness and establishing a strong moral code and keeping to it
- Value themselves as unique human beings, capable of spiritual, moral, intellectual and physical growth and development
- Learn to live and enjoy a healthy lifestyle
- Develop an active role as a member of a family, and of the community
- Value family and marriage as the foundation of a civilised society and a firm basis for the nurturing of children
- Respect the rule of law and encourage others to do so
- Respect religious and cultural diversity, develop an understanding of the beliefs and practices of major world religions and especially Christianity as the national religion and its importance in our history, culture, language and architecture

Teaching

A programme of learning had been built around our children's needs and parental wishes.

Questionnaires were completed and all feedback was considered.

The overarching theme is good relationships and celebrating diversity. This starts in Year 1 delivered through PSHE lessons in a six week block. Each year group has a further six, which are broken down into:

Year 2 – What can I do?

- Achievements
- Everyone needs caring for
- Helping hands
- Girls Vs Boys – respecting differences
- Naming body parts (SRE)

Year 3 – Feeling good about being different and to recognise their own worth as individuals and to challenge stereotyping x2

- Life cycles
- My family
- What is love?
- Naming body parts (SRE)

Year 4 – Feelings

- Changing feelings
- Changes (SRE)
- Puberty x2 (SRE)
- Boys – keeping clean and sperm production (SRE)
- Girls – Menstruation (SRE)

Year 5 – Relationships

- Loving relationships
- Puberty (SRE)
- Naming body parts (SRE)
- Menstruation and erections (SRE)
- How does a baby start? (SRE)

Year 6 – Changing the way we keep clean

- Building good relationships (SRE)
- Sexual relationships (SRE)
- Changes (SRE)
- Puberty and periods (SRE)
- Attitudes and values (SRE)

Cross curricular links

All teachers and curriculum areas, may make a contribution to SRE. Some subjects make a clear, focused contribution, such as science, whilst the contribution of other subjects is important, but less obvious, Examples are:

- Discussion of specific relationships and moral dilemmas through English
- Discussion of family and marriage through RE
- Wider social issues through geography or history
- Discussion of feelings and emotions within relationships in art or music

Assessment recording and reporting

Much of the learning in SRE is sensitive and of a highly personal nature so assessment needs to be carried out with considerable discretion. Any assessment made will contribute to the overall assessment of the pupils' progress in terms of personal development/PSHE.

Handling difficult questions

When teaching SRE it is important to set clear ground rules to ensure that pupils understand what is appropriate in a class setting. However, the school's policy and training should support teachers, and others contributing to SRE in how to handle unexpected questions. For example:

- If a question is too personal, remind the pupil of the ground rules, ie. The right to “pass” on questions. If the pupil needs further support, he/she can be directed to an appropriate person or agency outside of the classroom setting

- If the adult does not know the answer it will be important to acknowledge this and use the opportunity as a collaborative learning experience
- If the question is too explicit for the majority of the class, the adult should acknowledge it and promise the return to it later individually
- Children have the opportunity to ask questions through the use of a question box. This provides time for the adult to prepare/ adapt the following session.
- If the question raises concerns of sexual abuse, the adult should follow the school's safeguarding procedures

Working with parents

Parents are the key people in teaching their children about SRE, and helping them cope with the physical and emotional aspects of growing up. They are the main contributors to children's development of values and attitudes and their understanding of feelings.

Annually, parents have the opportunity to view the material and raise questions with the PSHE Subject Leader.

Parents have the right to withdraw their child from all or part of the SRE provided at the school and therefore each year, permission slips are sent to each parent providing them with the opportunity if they do not wish their child to view the material.

Equal Opportunities

St Margaret's Collier Street Church of England Primary School is committed to working towards equal opportunities in all areas of school life. We aim to avoid stereotyping and believe that pupils' religious and cultural difference should also be respected.

We believe that God has made each of us as a unique human being and we are all equally valued. We recognise and celebrate this. We also recognise and respect cultural differences within the school and the wider community. Abusive, disrespectful and judgmental comments or attitudes will never be tolerated. We will always give due regard to the age of the class or group taught.

Monitoring and Review:

Through a report from the Headteacher or subject leader the Governing body monitors the SRE policy on an annual basis.