

Ullesthorpe C of E Primary School

Sex and Relationships Education (SRE) Policy WC8

Signed by the Governing Body:

Date agreed by the Governing Body: March 2016

Review date: Spring 2019

1. Introduction

We believe that SRE is 'lifelong learning about physical, moral and emotional development. It is about love, care. It is also about the teaching of sex, sexuality, and sexual health.' (DFEE 0116/2000) As a Church of England Primary School the staff and governors at Ullesthorpe have agreed to follow the advice and guidelines on SRE from the Leicester Diocesan Board of Education.

As a consequence of Section 241 of the 1993 Education Act, the law:

- Removes references to AIDS, HIV, sexually transmitted diseases and aspects of human sexual behaviour other than biological aspects from National Curriculum Science;
- Grants parents the right to withdraw pupils from all or part of sex education outside the National Curriculum in both primary and secondary schools.

Diocesan Board of Education policy statement for sex and relationships education

Sexuality and sexual relationships are not only a given fact of human existence but, in Christian belief, a gift of God as part of creation. It is important that, as they grow up, children come to an understanding of their own bodies, instincts and feelings. In this way they will be prepared for the opportunities, joys and responsibilities of permanent relationships. Misunderstandings and misinformation can lead to the diminution and distortion of human relationships, resulting in a debasing of human existence, which has been given value and status through the Incarnation of Jesus Christ. Children from both happy and unhappy marriages & homes need to glimpse something of the wonder and security of family life as the proper context for sexual expression, and to grasp the Christian values of acceptances, forgiveness & loving another 'as yourself'.

Working from this basis, older pupils can then be enabled to acquire a deeper understanding of the full range of human sexuality. The DBE believes that a right understanding and attitude to sexuality and sexual relationships can lead to a positive sense of personal identity and value.

The nature of Christian marriage recognises that true sexual fulfilment requires maturity, self-discipline, a will to work for the other person and the resisting of exploitation. Equally Christian thinking recognises the existence of failure, judgement and the need for forgiveness and reconciliation. As pupils mature and become more sexually aware, the Church can make a distinctive and unique contribution to sex education by placing it within a Christian context of love, faithfulness and forgiveness. In this way they will become aware of their responsibility not only for themselves but also for those whom they love and the people with whom they live and work. Regardless of background, behaviour and sexual orientation, pupils should be caringly accepted within the Church School.

(Sex Education Guidelines for Church School Governors, Alan Brown National Society 1993)

2. Governors responsibility

At Ullesthorpe C of E Primary School, Governors have the responsibility of deciding whether the school should provide SRE and of developing a policy outlining where and how SRE will be provided.

3. Working with parents

- This school makes provision for pupils where the parents have chosen to exercise their right of withdrawal.
- Parents are informed about SRE in the School Prospectus and more detailed information is sent to parents before the taught sessions.
- We welcome views, comments and questions from parents.

4. Aims of the SRE programme

Recognising that human beings are made in the image of God, it is our aim for SRE at this school to:

- Encourage exploration of values and moral issues, consideration of sexuality and personal relationships and the development of communication and decision making skills within a Christian context;
- Foster self-esteem, self-awareness, a sense of moral responsibility;
- Emphasise the importance of relationships with, respect for and responsibilities towards, other people;
- Respond appropriately and sensitively to children's questions as they arise;
- Help children base their own decisions on understanding and accurate information rather than ignorance and misinformation in order to develop the skills to avoid and resist unwanted sexual experience;
- Help children to appreciate the benefits of a stable marriage and family life, emphasising the importance of families to the healthy social development of individuals and our society – the variety of family life experienced by the children at Ullesthorpe School will be valued and explored.
- Prepare for change –
 - relationships as they approach puberty
 - move to secondary school
 - emotional problems as bodies develop

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5. Entitlement and equal opportunities

We provide a broad and balanced SRE programme for all pupils including those with special educational needs and we ensure full entitlement and access. We intend that this SRE policy will take account of our Equality Duty and that the content provides a balanced programme for all children including those with special needs.

6. Moral and values framework

The DBE expects school SRE Programmes to encourage pupils to have regard to moral considerations and the value of family life. In support of our Christian foundation, we expect our pupils to respect and value themselves and others, and to develop a commitment and trust within close relationships. Ullesthorpe Primary School behaviour and anti-bullying policies and our equality duty embrace these issues, reinforcing the concept of non-exploitation in relationships.

7. Programme of study

Our schemes of work are linked to our PSHEE/Citizenship framework and our Science Programme of Study. Four themes are identified in the National Healthy School Standards:

- developing confidence and responsibility and making the most of pupils' abilities;
- preparing to play an active role as citizens;
- developing a healthier, safer lifestyle and;
- developing good relationships and respecting differences between people.

At primary level, sex and relationship education should contribute to the foundation of PSHEE and Citizenship by ensuring that all children:

- develop confidence in talking, listening and thinking about feelings and relationships;
- are able to name parts of the body and describe how their bodies work;
- can protect themselves and ask for help and support, and
- are prepared for puberty.

Our scheme of work for Science includes:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- notice that animals, including humans, have offspring which grow into adults
- describe the life process of reproduction in some plants and animals

8. Organisation of the SRE programme

All pupils in this school are entitled to a planned programme for SRE. Children will already have acquired some knowledge in this area and the school will try to ensure that this knowledge is based upon facts and not misinformation. This means that SRE will be taught throughout the school from Foundation Stage to Year 6.

The basis for this work will be Leicestershire scheme of work. The children will normally be taught in mixed sex groups, but they will be given an opportunity to discuss their worries and beliefs in single sex groups during the last years of Key Stage 2. This is not so different topics can be taught, but so that the children can ask questions that they may not feel able to ask if the groups are mixed.

9. Outside agencies

SRE is a shared responsibility. What is learned at school can be supported by experiences in the home and in the community. Therefore, it will sometimes be appropriate to involve visitors from outside agencies to support programmes of study. On these occasions, the visitor will be expected to be familiar with the school's values and approaches to SRE. It will be expected that the visitor will understand the emotional and intellectual levels of the children involved and to communicate at the appropriate level. The visitor will be informed of:

- The aims of the sessions
- Why this agency is involved
- What knowledge the children already have
- How the session will be followed up
- Details of the group i.e. numbers, ages, time, premises and resources.

10. Specific matters

The school, as part of its planned programme, uses the expertise of:

- School Nurse
- In circumstances where a pupil is considered at some risk, the teacher will seek advice from the Headteacher.

**WHERE A PUPIL IS CONSIDERED TO BE AT RISK OF ANY TYPE OF ABUSE, THE SCHOOL
FOLLOWS LA PROCEDURES FOR CHILD PROTECTION.**