

Sex Education Policy

Christ the King RC Primary School



What is SRE

According to the DfEE 'Sex and Relationship Education Guidance' 2000, SRE is Lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care.

Where in the Curriculum?

At Christ the King R.C. Primary School we believe that SRE should not be delivered in isolation but should be firmly rooted in the framework for Personal, Social and Health Education (PSHE) and Citizenship.

The guidance recommends that SRE should be delivered through: -

- The four broad themes of the new National Curriculum non-statutory guidelines for PSHE and Citizenship. The themes are: -
- Developing confidence and responsibility and making the most of children's abilities.
- Preparing children to play an active role as citizens.
- Developing a healthy, safer lifestyle.
- Developing good relationships and respecting the differences between people.

National Curriculum Science.

The National Healthy Schools Standard.

The Content of SRE

- Knowledge and understanding
- Attitudes and values
- Personal and social skills.

It is important to have a balance between these three elements.

The guidance recommends that all primary schools 'have a sex and relationship education programme tailored to the age and physical and emotional maturity of the children'.

'In the early primary school years, education about relationships needs to focus on friendship, bullying and the building of self-esteem'.

In later primary school years the school 'should ensure that both boys and girls know about puberty and how a baby is born.... All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes'.

In Year 6 children should be taught

- Changes in the body related to puberty, such as periods and voice breaking.
- When these changes are likely to happen and what issues may cause young people anxiety and how they can deal with these.
- How a baby is conceived and born.

In addition primary schools should ensure 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
- Are prepared for puberty
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The National Curriculum Science Orders specify aspects of SRE that must be taught at each Key Stage. This is mainly focused on biological aspects of SRE.

At Key Stage 1 pupils should be taught

- That animals, including humans, move, feed, grow, use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans.(Year 2 Science Topic-My Body)
- That humans and animals can produce offspring and that these offspring grow into adults
- To recognise similarities and differences between themselves and others, and to treat others with sensitivity

At Key Stage 2 pupils should be taught

- That the life processes common to humans and other animals include nutrition, movement, growth and reproduction
- About the main stages of the human life cycle.

The new **PSHE framework and Citizenship within the new National Curriculum** includes many learning objectives, which are pertinent to developing knowledge and understanding, skills and attitudes/values clarification that are essential to SRE.

At Key Stage 1 pupils should be taught the following: -

Developing confidence and responsibility and making the most of their abilities

- To recognise what they like and dislike, what is fair and unfair and what is right and wrong.
- To share their opinions on things that matters to them and explain their views.
- To recognise, name and deal with their feelings in a positive way.

Preparing to play an active role as citizens

- To take part in discussions with one other person and the whole class
- To take part in simple debate about topical issues.
- To recognise choices they make, and recognise the difference between right and wrong.
- To agree and follow rules for their group and classroom, and understand how rules help.
- To realise that people and other living things have needs and that they have responsibilities to meet them.
- That they belong to various groups and communities, such as family and school.

Developing a healthy, safer life style

- How to make simple choices that improve their health and well being.
- To maintain personal hygiene.
- How some diseases spread and can be controlled.(Science/PSHEC)
- About the process of growing from young to old and how people's needs change.
- The names of the main parts of the body.(Science/Y2 SRE)
- Rules for, and ways of, keeping safe.... and about people who can help them to stay safe.

Developing good relationships and respecting the differences between people

- To recognise how their behaviour affects other people.
- To listen to other people, and play and work co-operatively.
- To identify and respect the differences and similarities between people.
- That family and friends should care for each other.
- That there are different types have teasing and bullying, that bullying is wrong and how to get help with bullying.

At Key Stage 2 pupils should be taught the following :-

Developing confidence and responsibility and making the most of their abilities

- To talk and write about their opinions, and explain their views, on issues that affect themselves and society.
- To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.
- To recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way, in conjunction with the school nurse and having separate talks for Y6 boys and girls.

Preparing to play an active role as citizens

- To research, discuss and debate topical issues, problems and events.
- Why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.
- To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities.
- That there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other.
- To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences.
- To resolve differences by looking at alternatives, making decisions and explaining choices.
- To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.
- To recognise the role of voluntary, community and pressure groups.
- To explore how the media presents information.

Developing a healthy, safer lifestyle

- What makes a healthy lifestyle.., what affects mental health and how to make informed choices.
- That bacteria and viruses can affect health and that following simple, safe routines can reduce their spread. (Science/PSHCE)
- About how the body changes as they approach puberty.
- To recognise the different risks in different situations and then decide how to behave responsibly.... and judging what kind of physical contact is acceptable or unacceptable.(Making choices)
- That pressure to behave in an unacceptable or risky way can come from a variety of sources including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.
- School rules about health and safety... and where to get help.

Developing good relationships and respecting the differences between people

- That their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view.
- To think about the lives of people living in other places and times, and people with different values and customs.
- To be aware of different types of relationships, including marriage and those between friends and families, and to develop the skills to be effective in relationships.
- To realise the consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.
- To recognise and challenge stereotypes.
- That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity gender and disability.
- Where individuals, families and groups can get help and support.

The Organisation of SRE

The SRE Curriculum is to be delivered by the class teacher from Nursery to Year 2 inclusive. In Years 3-5 the class teacher and partner teacher from K.S.1 will deliver the curriculum to the children. In Year 6 the class teacher and the school nurse will deliver this jointly.

SRE will be delivered through the National Curriculum Science, PSI-IE and Citizenship, the National Healthy Schools Standard, circle time and outside visitors.

A variety of teaching methods will be used including whole class, group and individual teaching depending on the needs of the children and the subject matter. It is the intention of the school to deliver SRE in mixed gender groups whenever possible.

All resources to be used will be available for parents to view.

Specific Issues

Sex education is not a separate subject on the curriculum but is included in the programme of P.S.H.E. The school recognises that the education of children in sexual matters is primarily the right and duty of parents. However, the school has a complementary and supporting role to play and discharges that role by using the scheme "In the Beginning" which places the education of children in sexual matters in the context and setting of a Christian and Catholic ethos.

The scheme is used in all classes from Y1-Y6. Parents are closely involved in their child's development in this area by completing workbook activities at home. The entire scheme is available for viewing at the school.

Parents have the right to withdraw their children from all or part of the sex and relationship education provided at school except for those parts included in the statutory National Curriculum. Parents who wish to do so should make the necessary arrangements with the Head Teacher.

The school has separate policies for Child Protection, Behaviour and Discipline, Anti-Bullying, Special Educational Needs and Equal Opportunities.

If difficult questions arise, they will be answered with sensitivity and regard to the age of the children.

The school will ensure that all visitors who are assisting in the delivery of SRE are made aware of the SRE policy.

Confidentiality

School will: -

- Reassure children that their best interests will be maintained;
- Encourage children to talk to their parents and give them support to do so;
- Ensure that children know that teachers cannot offer unconditional confidentiality;
- Reassure children that if confidentiality has to be broken they will be informed first and then supported as appropriate;
- Follow the school's child protection procedure if there is any possibility of abuse.

Monitoring and Evaluating

The implementation of the SRE Policy will be monitored and evaluated as part of the established routines and procedures in school.

The Policy will be reviewed on a regular basis.

Dissemination of the Policy

The policy will be made available to parents/guardians on request.

This Policy has been written by the Head Teacher – Nichola Potts, in consultation with the LEA SRE Co-ordinator - Julie Chapman; the school's co-ordinator for PSHE - K. Hill, Christ the King R.C. Primary School teaching staff, parents and governors. This policy has been agreed by the staff and governing body. The implementation of this policy is the responsibility of all teaching staff