

# Sex & Relationship Education Policy (SRE)

for

## Canon Popham CofE Primary Academy

(Part of Diocese of Sheffield Academies Trust)



PERSON RESPONSIBLE FOR POLICY:	Local Governing Body
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## **Vision Statement**

Our vision is to work together as a Christian community to nurture our children within a happy, stimulating and caring school.

A place where:

- Christian values are at our heart: endurance, compassion, thankfulness, forgiveness, justice and hope
- Everyone is unique and welcome
- We respect and care for everyone and everything around us
- High standards are expected and achievements celebrated so that everyone is able to reach their full potential
- Self-esteem and confidence are nurtured on a journey of self-discovery

Everyone Matters!

Canon Popham CofE Primary Academy caters for children between the ages of 4 and 11 years of age and we currently have approximately 250 children on roll.

We pride ourselves on our nurturing, caring ethos. Staff see this as one of the strengths of the school. We aim to ensure that school is a happy place and somewhere children can feel valued and safe. We feel that sound teaching of SRE helps to develop this ethos and prepare children for later life.

## **What is Sex and Relationships Education?**

We believe that Sex and Relationship Education (SRE) is lifelong learning about physical, moral and emotional development. It is about understanding the importance of family life, stable and loving relationships, respect, love and care. At an appropriate level for our children it is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.

Through this policy, and the work of staff, we aim to begin and develop this lifelong learning process for our children. We believe that this policy supports the generic aims of our school.

## **Aims**

We aim that through the teaching of SRE the children will:

- increase their factual knowledge about the human body so that they can
- understand and feel comfortable with their own bodies and sexual nature;
- follow a graduated age-appropriate programme starting with a focus on friendship, anti-bullying and building of self-esteem leading to a knowledge about puberty before they experience the onset of physical changes;
- develop skills, knowledge, attitudes and values linked to learning outcomes from National Curriculum Science, PSHE and Citizenship;
- achieve sound standards of knowledge and understanding which they will be able to apply in order to enhance their own lives.

## **The Role of Key Individuals in Supporting SRE in School**

The Governing Body will:

- approve the teaching of SRE in school and monitor its delivery through reports from the Head teacher.

The Head Teacher will:

- keep the governing body fully informed by reporting on the provision of SRE at governors meeting
- work closely with the PSHE co-ordinator to ensure the successful operation of the school's SRE policy
- ensure staff requests for SRE training are considered

PSHE Co-ordinator will:

- oversee the day-to-day operation of the school's SRE policy
- contribute to the in-service training of staff as necessary
- liaise with outside agencies e.g. school nurse service, Healthy Schools adviser

Teachers will:

- All class teachers are responsible for the delivery of SRE to the children in their class, ensuring coverage of all elements in the long term plan for SRE.

Delivery of SRE within school:

- SRE will normally be taught as part of our PSHCE or Science lessons. It will be taught by class teachers and in the case of Year 5/6 there will also be input from the school nurse who will deliver the Puberty and Conception and Birth work.
- We will offer a graduated, age-related programme of SRE from Early Years through to Year 6.

The scheme of work for SRE and its implementation will be monitored by the PSHE coordinator with support from the Head teacher as necessary.

Parents have the right to withdraw their child from SRE lessons, though we would encourage parents to speak with the Head teacher and carefully consider the content of what is being taught before they do this.

Parents are informed when Sex and Relationship Education is to take place and are invited to speak with the staff delivering the teaching of this work so that they are aware of the content of sessions and able to support as necessary within the home environment.

Parents of pupils who are withdrawn from Sex and Relationship Education in school will be offered the materials to use at home with their child if they wish. When not attending these lessons the child will be given other PSHE work to do in another location, this work will not relate to SRE.

## **Confidentiality**

Confidentiality in SRE lessons will be in accordance with the school's Confidentiality Policy. It must be noted that the school nursing service operates a different code of confidentiality to that of the school.

## **Inclusion**

We operate a fully inclusive ethos in school. No child will be omitted from an activity or lesson on the grounds of gender, race, disability, sexual orientation or special needs unless it is for reasons of the safety of themselves or others. Where appropriate teaching resources should reflect the diversity of our modern-day society. If risk cannot be eliminated then parents will be informed and the best way forward can be discussed and planned for.

## Teaching and Learning

To facilitate pupils learning in SRE:

- The purpose of each lesson is made clear
- Appropriate learning experiences are planned to meet the needs of all pupils in the class
- Learning experiences draw on pupils' own experiences or existing knowledge and provide a range of opportunities for pupils to learn, practise and demonstrate skills, attitudes and knowledge
- Time is given for pupils to reflect and consolidate their learning
- Attention is given to developing a safe and secure classroom environment
- Staff training needs are met

## The Teaching of Sex and Relationship Education

Our school intends to help young people develop confidence in talking, listening and thinking about sex and relationships. A number of teaching strategies help this, including:

- establishing ground rules with pupils
- using 'distancing' techniques
- knowing how to deal with unexpected questions or comments from pupils
- use of appropriate materials which are inclusive to all
- encouraging reflection

A wide variety of teaching and learning approaches will be used to teach SRE. These will include at appropriate times:

- use of circle time
- discussions
- drama / role play
- games
- problem solving
- working alone, in pairs or larger groups of children and with children they would not normally work with
- involvement of visitors to work with the children i.e. school nurse

SRE will be taught in normal mixed gender classes other than in year 6 when the work around puberty is delivered in single sex groups.

When using outside visitors to teach SRE it will be the school leading and determining the programme. The school protocol for using outside visitors will be followed. These protocols can be found in our Safeguarding policy and procedures.

## Resources

Where possible all teaching resources should reflect the cultural and ethnic diversity of our modern-day society. Stereotyping in terms of ethnicity, race, gender or culture should always be avoided.

Resources should be vetted as to their suitability for the purpose for which they have been selected, and need to be age appropriate. Consideration should be made regarding any cultural or ethical traditions, so not to offend any specific groups of society.

Resources are kept in a central store with additional resources, freely available to the children, in the library area.

## Reviewing

The subject leader is responsible for giving the Governors a regular update, evaluating the strengths and weaknesses in the subject and indicating areas for further improvement.

This policy is available for viewing at all times in the Heads office or on the website.

## **Appendix A: Scheme of Work**

Please see the PSHE/ RSE scheme of work for content for each group. If a parent or carer would like to discuss this in more detail they should make an appointment with the head teacher or PSHE lead.