



# Hoole St. Michael Church of England Primary School

## SRE policy

Member of staff responsible: Mrs J Price

Date approved by the full Governing body: February 2020

Date to be reviewed: December 2020

### Mission Statement

*Christ's love is in everything we do at Hoole St Michael. Our creative and high-attaining Church of England Primary School is safe, loving and supportive. We encourage the building of good relationships and friendship through respect, tolerance and understanding. Within our Christian family, where parents are our partners in all aspects of school life, we aim to inspire a love for learning within each and every child.*

### Introduction:

This policy provides information on how we provide Sex and Relationship Education as part of the Personal, Social and Health Education and Citizenship framework. This is in addition to the statutory National Science Curriculum topics. This policy is available to all staff. Our taught curriculum is available to parents on the school website with a full copy of the policy is available on request alongside the taught curriculum.

### What is Sex and Relationships Education?

Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE). A comprehensive programme of SRE provides accurate information about the body, reproduction, sex, and sexual health. **It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.** (SRE for the 21<sup>st</sup> Century – supplementary guidance for the new PSHE Curriculum 2014 from the PSHE Association).

### Why is SRE Important?

- Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex and relationships education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 Not Yet Good Enough report.
- SRE plays a vital part in meeting schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the Education Act (1996) to prepare children and young people for the

challenges, opportunities and responsibilities of adult life. A comprehensive SRE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

### **Vision**

At Hoole St Michael CE Primary School we respect each child as a unique being, a child of God, loved and accepted in an ethos that encourages and celebrates difference. We endeavour to afford sustainable opportunities for holistic academic and personal development with a life and moral code based on Christian values and teaching.

As role models we all will seek to adopt a way of life, based on Christian principles, which both respects the human body and seeks to ensure health and well-being.

Whatever the children's own experience of parental relationships and family life, whether happy or unhappy, children need to glimpse something of the wonder, love, commitment and security which are possible in marriage and family life. They need to be presented with the ideals to which they might aspire. The reality, however, of individual pupils' own experiences also needs to be accepted so as to affirm and value all of them and to help them cope with their experiences. Only to present the "reality" which currently prevails is to risk the loss of any vision of the ideal.

### **Principles**

The Diocese of Blackburn and The North Lancashire Methodist District recommend that Primary Schools should include Sex and Relationship Education in their curriculum.

Within Hoole St Michael CE Primary School the Christian ethos will provide the context within which all personal development takes place. This means that Christian values and attitudes with the emphasis on the importance of marriage, the family and stable relationships to build a child's self-esteem, self-awareness and a sense of moral responsibility will permeate the entire curriculum – both explicit and "hidden".

- Sex and Relationship Education is part of a child's broad, balanced curriculum, integral to the basic curriculum of the school and part of the child's all round development.
- There is a clear policy statement about the content and delivery of sex and relationship education in the school prospectus. We follow the curriculum content in 'Body and Soul'. This may form part of the wider Personal, Social and Health Education (PSHE) programme in the school.
- Accountability for the implementation of the Sex and Relationship Education Policy lies with the governing body of the school.
- Hoole St Michael CE Primary School recognises the legal right of withdrawal from sex education, other than that delivered through National Curriculum Science, and we are sensitive to those parents who find the delivery of some explicit teaching in school unacceptable.
- Sex and Relationship Education is of the highest quality in order to counteract inappropriate influences from the media and elsewhere.
- Regardless of background and behaviour, pupils are accepted and cherished within the Church School.
- Hoole St Michael CE Primary School provides a safe and secure environment in which marriage and other long-term human relationships can be explored. Teaching is designed to present concepts and ideas the individual pupils may choose to relate to their own experience.

SRE should:

- Be taught as a partnership between home and school.

- Be sensitive to the thoughts and feelings of our children throughout the teaching process.
- Be relevant and equip our children to make good life choices.
- Be wide ranging and discuss topics such as online safety and safe relationships.
- Be medically and factually correct.
- Include all.
- Be taught in a positive learning environment.
- Safeguard our children and keeps them from harm.
- Help our children understand the physical and emotional changes in their body.
- Allow children the chance to discuss those changes.

### **The Impact of these Principles on Children**

In a caring, supportive Christian ethos and from a Christian perspective, all our children will be encouraged to:

- Physically healthy, with regular access to a range of health promoting physical activities plus quality medical care
- Spiritually healthy, with opportunities to be nurtured in the Christian faith and to respect those of a different faith or no faith position
- Mentally healthy with support and enriching stimuli whilst developing a balance of intellectual and practical activity with quiet reflection
- Emotionally healthy, with development of self-worth, self-being and empathic insights to others
- Socially, morally and culturally healthy with a well developed code of conduct and values based on Christian principles
- Sexually healthy, understanding their own sexuality, the need for self care and why they should have respect and responsibility for the well being of others
- Able to understand how to look after their bodies and how to make informed decisions about appropriate ways of living

***Sex and Relationship Education is part of the wider responsibility of the school to help individuals to develop following the example of Christ. It is an integral part of the wider school policy to promote in pupils so that they have:***

- A positive and secure personal identity and sense of their own value
- Attitudes of respect and concern for others, founded on Christ's example of self-giving love
- Acceptance of those who differ, yet challenging those behaviours and attitudes which exploit others and do not reflect Christian values
- Reconciliation and forgiveness

***Hoole St Michael CE Primary School's Sex and Relationship Education programme will:***

- Encourage children to appreciate that sexual feelings and activities are an integral part of human experience and an expression of God's creative love
- Present children with Christian views of sexual relationships and of their place in a lifelong commitment
- Prepare children for, and to enable them to cope with the changes to their bodies, instincts and feelings as they enter puberty, and to understand the changes to the bodies, instincts and feelings of the opposite sex
- Provide information which is clear and appropriate to pupils' age and maturity; to offer an acceptable and accurate vocabulary for discussion about their bodies

### **Organisation and Delivery**

Teaching about sex and relationships is generally best provided as part of an integrated programme of Personal, Social and Health Education and Citizenship. The PSHE programme is developed to promote a positive climate in which pupils and adults feel able to talk honestly and openly.

In EYFS, KS1 and KS2 SRE is embedded into the PSHE Curriculum using the SCARF Scheme of work. This is taught in an annual cycle. Pupils will normally be taught in mixed classes to encourage their awareness, respect and sensitivity towards each other's differences; however provision for single-sex groups is made as appropriate.

The responsibility for the provision of sex and relationship education is held by the Head teacher. The responsibility for the taught sex and relationship education programme is held by the co-ordinator. In this role the co-ordinator, in consultation with relevant people will develop key stage plans and schemes of work taking into account the National Curriculum requirements, school priorities for the personal and social development of the pupils, local priorities and initiatives, racial and cultural differences, DfE guidance on SRE, PSHE Association advice on SRE teaching and the special needs and maturity levels of individual pupils.

The School Nurse will be invited to support the delivery of the SRE curriculum, with the support of other health professionals as appropriate. Other agencies/ visiting speakers may be invited to input into the programme. Any visiting speakers will be apprised of this policy and where they fit within the planned programme; there will be discussions before any input, including confidentiality issues. No visitor will work with pupils in a classroom situation without a teacher present.

### **Difficult Questions & Sensitive Issues**

Hoole St Michael CE Primary School's Sex and Relationship Education Programme will provide opportunities for our children to 'talk honestly and openly'. At the same time, primary schools have to respect the pace of children's maturation. There are also sensitive or controversial topics over which some staff, parents and governors may have reasonable concerns. Teachers will answer pupil questions appropriately and using their professional judgement, in line with this policy. There is no expectation that any teacher delivering SRE will automatically answer pupil questions, as this may infringe personal boundaries. At no point should members of staff draw on personal experience openly to answer questions. If questions go beyond the curriculum boundaries pupils will be advised to talk to their parents or directed to organisations that may help them find the information they need but with parental consent. Before teaching takes place in any class, a list of ground rules will be made with the pupils so that expectations about questions will be clear. Each class will also have a box in which children can ask any questions to the teacher without asking them in front of the class. Teachers will make clear that some questions which do not fall in the curriculum boundaries will be directed to parents or children will be directed to parents to ask that question. Teachers should also make clear to pupils that different parents will deal with these sensitive issues in different ways, therefore some children will know more than others. Children should be encouraged not to share with their friends further information than that which is being taught in class. This should be part of the ground rules.

The school will answer questions on: homosexual relationships, contraception, Aids/HIV and sexual intercourse.

The school will not teach and not answer questions about masturbation, forms of sexual intercourse and foreplay, rape, oral sex, exploitative or violent sexual practices, incest, abortion, prostitution. Teachers will explain that these (and other topics not listed) are a matter not dealt with in school; that the child should consult his/her parent for an answer. The school will normally seek to inform parents when such a question is asked.

In some cases, a question or request for advice may indicate the pupil to be at risk or in danger, in which case appropriate action will be taken in accordance with our school's written policy and procedure for Child Protection. This also means that if a pupil puts a private question to a teacher or other member of staff and requests secrecy, no promise of secrecy or confidentiality will be given, but with the reassurance that any steps taken will always be in the pupil's best interest

### **Legal Requirements**

Our Governing Body has decided that Hoole St Michael CE Primary School will teach sex education and approved the policy and teaching syllabus. A statement of their decision is included in the school prospectus.

### **Confidentiality Statement**

Teachers conduct sex education lessons in a sensitive manner and in confidence.

In accordance with the DfE 'Sex and Relationship Education Guidance' we will: ensure that all staff, pupils and parents/carers are aware of our policy on confidentiality how it works in practice and understand individual rights to confidentiality ensure that pupils are informed of the limits of confidentiality that may be offered by teachers. Use ground rules in lessons including the limits of confidentiality.

Ensure that pupils are informed of sources of confidential support, for example, the school nurse, GP, external listener or local young person's advice service. Encourage pupils to talk to their parents or carers and give them support to do so. If a teacher believes a pupil is at moral or physical risk or in breach of the law, it is their duty to ensure the pupil is aware of the risks and encourage them to seek support from their parents or child support agency where appropriate. In any circumstances where child safeguarding issues arise we will follow recent Children Protection Training (2016) and report concerns to the DSP.

### **Right of Withdrawal**

Parents have the legal right to withdraw their child from all or any part of our School's programme for Sex and Relationship Education, except those elements which are required by the Science National Curriculum. The SRE policy is available to parents on their child entering the school. Parents and carers have an especially important role to play in SRE. They need to feel confident that Hoole St Michael's programme complements and supports their role. To enable this, parents with any concerns about the SRE programme are encouraged to talk with the class teacher or Head Teacher in detail. A half term before SRE is due to start; parents will be provided with the agreed SRE curriculum for their child's class alongside a letter that will explain when teaching will begin. The letter will make clear that members of staff, including the co-ordinator will be around to discuss any concerns that parents may have. We aim to support parents in their efforts to inform and support their children. The curriculum will also be available via the website.

Parents who may be considering the exercise of this right should first make an appointment with the Headteacher to discuss what such a decision may involve. Should they still decide to exercise this right school will make provision for the child to undertake supervised study during the SRE lesson time. The parent will be advised that they have an obligation to provide the information at home and this can be provided by school if parents so wish.

### **Inclusion**

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns. We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our pupils, taking specialist advice where necessary. We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them. As a Church of England school we aim to develop an awareness of, and interest in, the spiritual dimension of the individual, based upon accepted Christian values, whilst respecting and including individuals of other faiths. It is our intention that all Hoole St Michael's pupils will leave school equipped with a set of moral values that will inform their decisions throughout the remainder of their lives.

### **Monitoring and Evaluating the Scheme**

Day to day monitoring is the responsibility of the SRE/PSHE co-ordinator (currently Mrs Rachael Lever). Continuous monitoring and reporting to the governing body will be part of the Senior Management Team review systems. All staff and governors will regularly monitor to determine the effectiveness of the Policy and its impact upon children.

### **Support and Training**

School acknowledges that the effective teaching of SRE, within the PSHE framework, requires particular skills and expertise. Those staff with specific responsibility for delivering the programme will be consulted as to their particular training requirements, and access to these will be through CPD. It is essential that those teachers delivering the programme are confident in their abilities, and in the support offered by this policy.

Signed:

Reviewed: December 2018