

# Castle Hill St Philip's CE Primary



## **Sex and Relationship Education Policy**

## **CONTEXT**

At Castle Hill St. Philip's the children come from a range of backgrounds. The vast majority are of white-British origin and have some experience in a nursery setting. The percentage of children receiving free school meals is above the national average.

We aim to deliver information through SRE so that children can begin to make informed choices in their lives.

This document is a statement of the aims and principles for Sex and Relationships Education (SRE) within the PSHE and C curriculum. It has been developed collaboratively by members of the school community including governors.

## **VALUES AND ETHOS**

Part of our mission statement shows our collective aim is for valuing individual children, encouraging personal, social, emotional, moral and spiritual development as part of academic achievement.

Castle Hill St Philip's School believes that Sex and Relationships Education is a lifelong learning process about physical, moral and emotional development. The Sex and Relationships Programme will be developmental and a foundation for further work in secondary school. Through SRE we will help children to understand themselves, respect others and form and sustain healthy relationships.

## **AIMS AND OBJECTIVES**

We aim to prepare our pupils for the opportunities, responsibilities and experiences of adult life. The Sex and Relationships Programme will meet the requirements of the National Curriculum and LA guidance and will be relevant to the appropriate age and maturity of the children. It will include the development of communication and social skills, encouraging the exploration and clarification of values and attitudes. SRE will be taught in the context of relationships and family values.

The objectives of SRE are to enable children to:

- ◆ Be aware of personal, psychological, emotional and physical changes in themselves and others.
- ◆ Understand the process of puberty and awareness of human reproduction.
- ◆ Be aware of the importance of family life and loving relationships.
- ◆ Respect themselves and other people.
- ◆ Be sensitive to the needs and views of others.
- ◆ Feel good about themselves and develop self-esteem.
- ◆ Develop good personal hygiene habits.
- ◆ Develop positive values and a moral framework that will guide their decisions, judgements and behaviour.

## **ORGANISATION AND PLANNING**

Aspects of SRE form part of the National Curriculum programmes of study and are also implemented through the non statutory PSHE and C framework.

The Sex and Relationships Programme is co-ordinated by the PSHE & C Subject Leader in close co-operation with the Senior Leadership Team.

SRE is delivered by our teachers who may be supported by the school nurse where appropriate and supported through visits from the Local Authority Health Education Caravan.

We teach SRE through different aspects of the curriculum – mainly PSHE and C, Science and PE.

We teach children about relationships and we encourage children to discuss issues. Children learn to appreciate the fact that people are not all the same, and that we need to respect each other. We teach about the parts of the body and body changes. We inform children about growing up and the human life cycle. In Year 5 and 6 children learn about puberty, menstruation and more personal hygiene messages. We always teach this with due regard for the emotional development of the children and answer questions with sensitivity and care. Provision is made for menstruation to be introduced to girls only in Year 5, then certain aspects of SRE are taught through the use of circle time, puppets and discussion through the third person.

### **SPECIFIC ISSUES:**

- ◆ **The Foundation Stage** – aspects of SRE are introduced in Reception Class. The 'Personal, Social and Emotional development' area of learning relates to the relationship issues while the 'Physical Development' area of learning relates to self-care. Children learn to co-operate, recognise feelings, become aware of themselves and others and develop positive relationships. The use of puppets and circle time are particularly effective ways to deliver aspects of SRE with young children. Children's progress is assessed through observation that forms the Foundation Stage Profile.
- ◆ **Confidentiality** – Confidentiality procedures follow the guidelines defined in the School Child Protection Policy and Confidentiality Policy. Teachers conduct SRE lessons in a sensitive manner and in confidence. Concerns will be raised with the Headteacher as appropriate. The Head teacher will then deal with any matters in consultation with health care professionals. Our School Liaison Officer is available for any issues parents wish to discuss.
- ◆ **Answering difficult questions** – individuals will use their skill and discretion if explicit or difficult questions arise. Questions will be dealt with directly and if necessary will be addressed individually at a later time. The Headteacher will be consulted if there are any issues of concern. Although we will not explicitly teach about the issues of contraception and sexually transmitted infections, including HIV and AIDS, sexual identity and orientation and abortion, we will be sensitive to these issues and answer individuals questions as per the Wigan Local Authority guidance.
- ◆ **The role of parents** – The school is well aware that the primary role in children's sex education lies with parents and carers. We therefore strive to build a positive and supportive relationship with parents/carers through mutual understanding, trust and co-operation. Parents have an open invitation to see the SRE policy, discuss the SRE programme of lessons and see materials to be used. We encourage parents to be involved in reviewing

the school policy and seek their views on SRE issues. We share SRE information as requested from parents and use external providers to support us with this. Through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

- ◆ **Child withdrawal procedures** – parents/carers have the right to withdraw their child from all or part of the sex education programme that is not part of the National Curriculum. If a parent wishes their child to be withdrawn from SRE lessons, they should discuss this with the Headteacher and make it clear which aspects of the programme they do not wish their child to participate in. Suitable arrangements with another class will then be made. The school complies with the wishes of parents in this regard.
- ◆ **SEN** – We teach SRE to all children, regardless of ability. We provide learning opportunities matched to the individual needs of children with learning difficulties.
- ◆ **Assessment** – with SRE teachers will monitor progress and understanding by ongoing informal assessment, through observation and discussion. More formal assessment will be carried out for the elements of learning related to the National Curriculum, (e.g. through Science). Aspects of SRE that are delivered through the PSHE and C Scheme of Work will be assessed by making judgements as to whether children have achieved the expectations for the units.
- ◆ **Resources** – most resources for SRE are kept in the whole school resource cupboard for PSHE & C where they are organised into different aspects of the subject.
- ◆ **Staff Training** – staff are able to access training as and when necessary. The PSHE and C Subject Leader gives information and feedback from courses and training at staff meetings. If a need for whole staff support or training is identified, this is arranged. The use of external agencies help staff to deal with sensitive issues.

## **MONITORING AND EVALUATION**

The PSHE & C Subject Leader, the Headteacher and the Curriculum Committee of the Governing Body monitor the SRE Policy and ensure that it is implemented effectively.

This policy will be disseminated to staff and governors and made available to parents and relevant outside agencies.