



Sex and Relationship Education (SRE) Policy

Our Mission Statement

Holy Trinity and S. Silas School was founded by the Church in 1847 to serve the community and to provide an education for every child in the area.

We offer all our children an education of the highest quality taught through the arts and lived through the principles and practice of the Christian faith. We provide a place where all children and adults know their contribution is valued and where they can develop their own faith in God and in one another.

We aim to help every child develop to their full potential, to achieve highly, succeed, and grow in confidence and abilities. Our inspiring curriculum provides all the skills every child will need for life, it develops their self-confidence, awakens their imagination and encourages them to think independently.

We value the diversity of backgrounds and cultures which enrich our life and help our school become the unique place it is. The life of our school is integral to that of the Parish: we both contribute to our local community and benefit from it in our achievements.

It is with this unity that we fulfil our school motto:

'Fortis in Fide'



'Strong in the Faith'

Sex and Relationship Education (SRE) at Holy Trinity and S.Silas

Key contacts

PSHE and Citizenship Subject Leader: Ellie Godwin

SRE Lead: Ellie Godwin

Lead Governor: Sue Osborne

Designated Safeguarding Lead (DSL): Lorraine Dolan

Purpose of the SRE Policy

An up to date SRE policy is the statutory responsibility of the governing body which sets out the content, organisation and approach to teaching SRE at Holy Trinity and S. Silas.

The purpose is to:

- Give clear guidance to staff and outside visitors about the content, organisation and approach to teaching SRE
- Give information to parents and carers about what is taught and when
- Give parents and carers information about their involvement with SRE
- Give a clear statement on what the school aims to achieve from SRE and why it thinks SRE is important
- Clarify the content and manner in which SRE is delivered.
- Meet the school's safeguarding obligations

Definition of SRE

Sex and Relationship Education is not just about learning about **growing up, changes and reproduction**. It is also about enabling children to **make and maintain relationships** with others and to **feel good about themselves** and the **choices** they make.

This involves helping children to gain knowledge, develop skills and form positive beliefs and attitudes. Under the revised 2014 National Curriculum there is no statutory requirement to teach personal, social health education or sex and relationships in Key Stage 1 and Key Stage 2. However the school feels it is important to teach children about sex and relationships during their primary school education.

The school takes account of the DfES Guidance 2000: "SRE is the 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. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity."

Why teach SRE?

- It prepares children for puberty and the changes that will take place.
- It develops positive attitudes, values and self-esteem. Challenges negative attitudes and prejudices.
- It helps to answer concerns and corrects misunderstanding that children may have gained from the media and their peers. It allows them to develop confidence to talk, listen and think about their feelings and relationships and provides an opportunity for them to do this.
- It promotes the skills necessary for effective communication and loving, caring and happy relationships.
- It is a statutory part of the science curriculum covering the biological aspects of SRE.
- It lays the foundations for SRE in secondary school.
- It protects children from sexual exploitation and inappropriate on line content

Aims of SRE

Through SRE we aim to help children:

- Develop the confidence to talk, listen and think about their feelings and relationships
- Develop friendship/relationship skills
- Develop positive attitudes, values and self esteem
- Gain knowledge and understanding about puberty and the changes that will take place
- Gain knowledge and understanding about reproduction and sexuality
- Address concerns and correct misunderstanding that children may have gained from the media and peers
- Develop skills to help children protect themselves against unwanted sexual experience
- Know where and how to seek help
- Challenge negative attitudes and prejudices.
- Keep safe online and offline
- Recognise when something is risky or unsafe

Moral and Values framework

SRE will be delivered within the school's agreed aims, values and moral framework which is sensitive to the needs and beliefs of pupils, parents / carers and other members of the school community. This will be delivered within the school's agreed equal opportunities framework.

Our moral and values framework includes:

- Respect for self and others
- Non-exploitation in relationships
- Commitment, trust and love within relationships
- Honesty with self and others
- Self awareness
- Exploration of rights, duties and responsibilities
- Understanding diversity regarding religion, culture and sexual orientation
- Work to reduce intolerance and discrimination, including homophobia
- Valuing strong supportive relationships in and out of marriage

SRE will support the importance of strong and stable relationships, including marriage, for family life and bringing up children. Care is taken to ensure there is no stigmatisation of children based on their different home circumstances.

Content and Organisation of the Programme

Where is SRE taught?

SRE will be taught through PSHE and Citizenship as well as science lessons, predominantly in the summer term of each year group. This will ensure that it covers the biological aspects, but also the social and emotional aspects.

Who teaches SRE?

SRE will be taught by the class teacher and they may be supported by other adults e.g. other adults in the class or the school nurse. It is important to note that where outside visitors help to deliver SRE they are not there to replace teachers but to enrich existing programmes by supporting the school.

Involving Outside Visitors

Sometimes the school will involve outside visitors to support SRE, such as the school nurse or a parent. All visitors will need to work within this policy. The school will:

- plan and evaluate their contribution as part of the teaching programme.
- provide the visitor with an up-to-date copy of the school's SRE Policy
- ensure that the class teacher is present throughout the lesson, taking responsibility for class management.

What is taught in each year group? (see Appendix 1 and 2 for links to science and non-statutory PSHE curriculum)

- The content for each year group will be age-appropriate as well as progress from one year to another, building on what has been learnt in previous years.
- Teachers plan lessons based on the Camden suggested scheme

How is SRE taught?

- Teachers will set a group agreement with pupils to ensure that an atmosphere is created where pupils feel able to ask questions, discuss concerns, feelings and relationships, but not discuss private information.
- Questions from pupils will be addressed and dealt with honestly and sensitively in the most appropriate manner and not disregarded. The form in which these questions are addressed may be; in group activities, or on a one-to-one basis, as appropriate.
- The school ensures that SRE is culturally sensitive through consultations with pupils, families and the local community about what is acceptable and appropriate.
- Resources will be assessed to ensure that they are appropriate to the age and maturity of pupils as well as avoiding unrealistic expectations of body image (often created by the media). They will take into account equality of opportunity through their use of language, cultural attitudes and images, including body image, avoiding stereotyping, racism and sexism.
- A variety of teaching and learning styles are used. These may include information sheets, pamphlets, textbooks, anatomical models, games, role-play, the Internet and visits by theatre groups.
- On the whole children will be taught in mixed groups to encourage boys and girls to work together. However, consideration will be given to teaching specific issues such as the management of periods and puberty, in single sex groups, but ensuring that girls and boys learn the same information
- The SRE policy reflects and is in line with our equal opportunities policy and the school ensures that the SRE teaching programme is an inclusive one and is appropriate and relevant to all pupils. Where needed, SRE will be differentiated to meet the needs of children with special educational needs and disabilities.
- The teaching programme in Year 5 and 6 will cover relationships and sexuality including an understanding of different types of relationship including lesbian and gay relationships.

Confidentiality Statement

Although SRE is not about personal disclosures, staff are aware of the procedures if a pupil discloses information where it is felt that their welfare is at risk or they are in danger.

The school will ensure that staff understand that they cannot offer unconditional confidentiality to pupils. They will work within the school's confidentiality policy agreed procedure for recording and reporting disclosures and the nature of access to this information.

When professionals are delivering aspects of SRE in the classroom they are bound by the schools SRE policy.

The school will ensure that pupils know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. They will be reminded that if confidentiality has to be broken, they will be informed first and then supported as appropriate. They are encouraged to talk to their parents or carers and are provided with support to do so.

Assessing SRE and Monitoring the Programme

The SRE Lead will be responsible for:

- Ensuring the policy and programmes are implemented as agreed
- Supporting staff to assess pupil's progress in their learning in SRE
- Recommending targets for whole school development
- Evaluating the SRE programme, which will involve assessing the attitudes of the pupils, the development of their personal skills and the knowledge and understanding they have gained.
- Reviewing the content and involving the views of pupils, staff and parents/carers to inform changes and developments to the programme.

Training staff to deliver SRE

It is important that staff who deliver SRE work within the values framework of this policy and feel confident, skilled and knowledgeable to deliver effective SRE. Continuing professional development will be provided through a range of options, such as; individual study, school based INSET and external training courses. Training could include:

- What to teach and when
- Managing discussions about attitudes and values
- Information updates
- Practising a variety of teaching methods
- Facilitating group discussions
- Managing sensitive issues
- Involving pupils in their own learning

Working with Parents/Carers and Child Withdrawal Procedures

Schools place the utmost importance on sharing equal and joint responsibility with parents/carers for their children's education. The school will do their best to find out from them any religious or cultural views they may have which may affect the PSHE and citizenship curriculum, although we would consider carefully any request that compromised our equal opportunities policy.

The school will inform and parents/carers by parents by letter, about the content of the SRE teaching programme in each year.

Section 405 of the Education Act 1996, which consolidates previous Education Act gives parents the right to withdraw their children from any or all parts of a school's programme of sex education - where it is not part of the National Curriculum.

If a parent wishes to withdraw their child from the SRE aspect of the PSHE curriculum they must arrange a meeting with a member of the Senior Leadership Team who will talk through their concerns.

When a child has been withdrawn from SRE lessons, if the child should ask questions at other times, these questions *would* be answered honestly by staff.

A full copy will be made freely available to parents on request. Copies will also be supplied to other professionals whose work relates to SRE or who may be involved in its delivery.

Policy reviewed by Lorraine Dolan and Neil McIntyre: September 2017 ,

Policy approved by governors: November 2015/September 2016

Appendix 1 SRE and science in the National Curriculum

Key Stage 1

Year 1

Animals, including humans

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2

Animals, including humans

- Notice that animals, including humans, have offspring which grow into adults
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Non-statutory Guidance

Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

The following examples might be used: growing into adults can include reference to baby, toddler, child, teenager, adult.

Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow

Key Stage 2

Year 3 No content linked to SRE

Year 4 No content linked to SRE

Year 5

Living things and their habitats

- Describe the life process of reproduction in some plants and animals.

Non-statutory guidance

Pupils should find out about different types of reproduction, including sexual reproduction in animals.

They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.

Animals, including humans

Describe the changes as humans develop to old age.

Non-statutory guidance

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Year 6 No content linked to SRE

Appendix 2 SRE and the non-statutory guidance on PSHE and Citizenship

Key Stage 1

Developing confidence and responsibility and making the most of their abilities

1b to share opinions on things that matter to them and explain views

1c to recognise, name and deal with their feelings in positive way

Preparing to play an active role as citizens

2a to take part in discussions with one other and the whole class

2e to realise that people and other living things have needs, and that they have responsibilities to meet them

2f that they belong to various groups and communities, such as family and school

Developing a healthy, safer lifestyle

3d About the process of growing from young to old and how people's needs change

3e the names of the main parts of the body

Developing good relationships and respecting the differences between people

4b to listen to other people, and play and work co-operatively

4c to identify and respect the differences and similarities between people

4d that family and friends should care for each other

Key Stage 2

Developing confidence and responsibility and making the most of their abilities

1a to talk and write about their opinions, and explain their views on issues that affect themselves and society

1c to face new challenges positively, by collecting information, looking for help, making responsible choices and taking action

1d 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

Preparing to play an active role as citizens

2a to research, discuss and debate topical issues, problems and events

2f to resolve differences by looking at alternatives, making decisions and explaining choices

Developing a healthy, safer lifestyle

3c about how the body changes as they approach puberty

Developing good relationships and respecting the differences between people

4a that their actions affect themselves and others, to care about other people's feelings and try to see things from their points of view

4c 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

4e to recognise and challenge stereotypes

4f that differences and similarities between people arise from number of factors including cultural, ethnic, racial, religious diversity, gender and disability

4g Where individuals, families and groups can get help and support