

# Deal Parochial Church of England Primary School

## SRE Policy



**Last review : Summer 2017**

**Next Review: Summer 2019**

**Signed:** .....

**Date** .....

### **Values Statement**

At Deal Parochial Primary School the curriculum is firmly rooted in its Christian foundation: enabling every child to grow spiritually and emotionally; fostering imagination and a deep sense of personal identity and self-worth; providing guidance through the loving example of Jesus Christ.

### **Mission Statement**

Our hope is that each child at Deal Parochial Primary School will develop an appetite for learning that will endure throughout their lives. To achieve this, the curriculum will need to motivate and excite children so that they engage fully in learning, cultivate positive attitudes and relationships, make good progress and fulfil their true potential – being **the best that I can be**.

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

Sex and relationships education involves learning about sex, sexuality, emotions, relationships, sexual health and ourselves. The term 'sex and relationships education' represents learning in a variety of settings. Deal Parochial Church of England School believes that it is vitally important to educate people about sex and relationships to ensure that they have all the information and advice they need to explore, develop and express their own sexuality safely.

The HMI Document Health Education 5-16 Curriculum Matters No 6 1986, HMSO, states that:

*'In sex education, factual information about the physical aspects of sex, though important, is not more important than the consideration of the qualities of the values, standards and the exercise of personal responsibility as they affect individuals and the community at large.'* Para 44 p17.

## Aims

We aim to ensure that children receive a balance between acquisition of:

- **Attitudes** – appreciation of difference; tolerance; openness about sex and relationships.
- **Skills** – negotiation; communication; assertiveness; care for self and others; personal skills; managing emotions and relationships; problem solving skills; decision-making skills.
- **Knowledge** – puberty; the mechanics of sex including biological aspects; fertility and reproduction; contraception and STI's.

## Objectives

The objective of Sex and Relationships education is to help and support young people through their physical, emotional and moral development. A successful programme will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

- To know and understand their physical development, sexuality, reproduction and contraception
- To respect themselves and others
- To help young people move with confidence from childhood through adolescence into adulthood
- To value family and marriage as the foundation of a civilised society, and a firm basis for the nurturing of children
- To develop a healthy, safer lifestyle
- To develop good relationships and respect the differences between people and their relationships
- To be able to manage emotions and relationships confidently and sensitively
- To recognise and be able to avoid exploitation and abuse
- To encourage and develop young people to be responsible for their actions and the consequences

## General Principles

All children have the right to comprehensive SRE. The Children Act 1989 requires the children's views to be taken into account in the light of their age and understanding. The UN Convention on the Rights of the Child states that the views of children must be heard in all matters relating to them, and that children have a right to information. We believe that our SRE programme should be developed with the need and rights of the children and young people at its centre. These needs and rights should then be considered and balanced with the views and concerns of adults. It is this partnership and communication that will lead us to the most effective SRE for our children.

We welcome the views of parents, governors and staff. These parties have been consulted in the formation of this policy. These parties will be consulted as and when the need arises. We hope that any discussions regarding the SRE policy can be held in an honest and open forum.

## Values and attitudes

It is impossible to teach SRE in a meaningful way without challenging values, attitudes and taboos. We must recognise that these have been formed by factors such as our age, class, religion, sex, and sexuality, as well as the culture with which we identify.

We hope that everyone would accept the following principles:

- That our teaching will not disregard, question or criticise the possible 'norms' of an individual's current environment.
- That the whole area of personal relationships cannot be a 'bolted-on' part of learning.
- That all SRE is taught with regard to the Christian nature of the school, following advice from the Canterbury Diocese.

## Specific issues

Some issues in SRE are particularly sensitive and parents will need reassurance that teachers and those contributing to SRE will work within the school's agreed set of values. The following issues should be addressed at some point in the child's primary school life.

- Puberty – both physical and emotional changes
- Menstruation
- Conception and Contraception
- Relationships

## **Handling difficult questions**

When teaching SRE it is important to set clear ground rules to ensure that pupils understand what is appropriate in a class setting. However, the school's policy and training should support teachers, and others contributing to SRE in how to handle unexpected questions. For example:

- If a question is too personal, remind the pupil of the ground rules, i.e. the right to 'pass' on a question. If the pupil needs further support, he/she can be directed to an appropriate person or agency outside of the classroom setting
- If the adult does not know the answer it will be important to acknowledge this and use the opportunity as a collaborative learning experience
- If the question is too explicit for the majority of the class, the adult should acknowledge it and promise to return to it later individually
- If the question raises concerns of sexual abuse, the adult should follow the school's child protection procedures.

## Deal Parochial SRE Curriculum resources and timetable.

The core schemes of work that teachers use for children to watch are:

- **Growing Up** – A guide to Puberty – Bounty Health Networks.

This runs for 12.5 minutes. It is portrayed in pencil sketch animation with narration. The areas covered are:

Puberty, Changing Emotions, Social Expectations, Wet Dreams, Circumcision, Menstruation, Management of Periods, Hygiene.

**This is taught in Year 5** – The class teacher will deliver this lesson during the summer term. This follows an open invitation to all parents/ carers in order to carry out an annual consultation.

It aims to share all the resources we use and give parents the opportunity to ask questions.

- **BBC – Sex & Relationships Education DVD Active.**

This is a PSHE programme for ages 10-12. It has been agreed through consultation with parents in 2017 that this resource can be used partially in Year 5 and in Yr 6.

The areas covered are:

### Unit 1:- **Growing Up – Physical Changes**

Body change:

From birth to present day. How does my body change at Puberty?

What changes do girls and boys go through at Puberty? Am I the same as everyone else?

### **Periods**

What is a period? Talking about periods.

### **Wet Dreams**

What is a wet dream? Talking about wet dreams.

### **Hygiene**

Keeping clean

### **Emotional Changes**

Feeling positive, Different feelings for different people, Crushes, I've got a crush, different times, different friendships, Asking someone out for a date.

### Unit 2:- **Cycle of Life – Sexual reproduction**

Puberty and sex, sexual reproduction words, sexual intercourse, How a baby grows: inside story, Reproduction quiz.

### **Birth**

Having a baby, How do you care for a newborn baby?

### **Sexuality**

Sexual feelings

### **Change and loss**

How do we change as we grow older?

### Unit 3:- **Feelings - Managing feelings**

I have feelings, What's the difference? How do our feelings change?

#### **Respecting other people's feelings**

##### **Keeping safe**

Hugs and touches, internet safety, resisting negative peer pressure, asking for help, The helping Hand.

### Unit 4: **Family Life**

#### **Different family patterns.**

Family arguments, happy families? Have you ever felt like this? Top tips for Happy Families.

#### **Marriage and Partnership**

Marriage, partnerships, commitment, what makes a family? Turn off the TV.

Celebrating events

#### **Birth**

Welcome to the world

#### **Celebrating events**

#### **Marriage**

Marriage celebrations, marriage vows.

### Unit 5: - **Friendships**

#### **Making friends**

Different friendship groups

#### **Making friends**

Helping others, picking teams

#### **Making friends**

What makes a good friend?

#### **When friendships go wrong**

Why do friendships go wrong? It's ok to be different, A story about falling out.

Keeping Friends

Friendship skills ( empathise, listen, support), What is good listening?

### **Assessment, Recording and Reporting**

Much of the learning in SRE is sensitive and of a highly personal nature so assessment needs to be carried out with considerable discretion. Any assessment made will contribute to the overall assessment of the pupil's progress in terms of personal development. For many issues, assessment is inappropriate, for example, discussion of family relationships, but where assessment may be of value, it is best to consider pupils' self-assessment or peer-assessment. Examples might be that pupils might assess their own decision making skills in relation to a moral dilemma in a specific imaginary situation, or that there could be peer assessment of assertiveness skills in a role-play activity.

## Evaluation

Evaluation methods may include:

- Structured observation of pupils as they work.
- Checklists for individuals or groups to fill in.
- Quizzes to measure knowledge levels.
- Problem solving activities - e.g. using case studies - concerning what pupils would do in health related situations.
- Picture drawing or painting.
- Story writing.
- Pupils record what they have done, new points of learning, feelings about the work etc.
- Collages/ displays.
- Storyboards with characters in 'moral dilemmas', having speech bubbles for pupils to fill in.
- Conversations with groups of children.
- Feedback from teachers and parents.

## Parents' Right to Withdraw Pupils

According to the Education Act 1988 Section 9 (3), parents have the right to withdraw their child from sex education, (This excludes the elements of SRE that are included in the statutory National Curriculum), and responsibility for the supervision of that pupil remains the duty of the school. It is hoped that parents with any concerns about the programme at the school will confer with teachers before requesting that their child be withdrawn. Pupils whose parents do exercise this right will be supervised undertaking some other work.

We encourage all parents to view the DVD and resources we use in the teaching of our sex education lessons and hope that if they have any concerns that they feel free to discuss these with a member of staff.

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## Equalities Statement

At Deal Parochial CEP School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion, sexual orientation or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

***At Deal Parochial CEP School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.***