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Policy Front Sheet

Policy: SRE (Sex & Relationships Education Policy)

Adopted: October 2017

Review Date: June 2020





Kilham Church of England Primary School

SRE (Sex & Relationships Education Policy)

School Mission Statement

The Governors and staff of Kilham Church of England Primary School aim to provide the highest possible quality of education. We aim to develop the whole child within a safe, caring, family atmosphere and with an emphasis on high expectations, personal achievement, and an enjoyment of life lived through Christian values of **friendship, community, peace and trust.**

What is Sex and Relationships Education (SRE)?

SRE is 'lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage as a context for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual behaviour.' (QCA, 2000)

Effective SRE is essential if young people are to make responsible and well informed choices." DFE 2000

Legal Background

The DFE states: "Sex and relationship education (SRE) is **only compulsory from age 11 onwards**. It involves teaching children about reproduction, sexuality and sexual health. It doesn't promote early sexual activity or any particular sexual orientation."

Sex and Relationship Education (SRE) is no longer a statutory requirement at KS2 and schools will want to decide for themselves what they do in these circumstances bearing in mind the curriculum they deliver should meet the needs of their learners, and if so, what the educational provision should consist of and how it should be organised. Parents can withdraw their children from all other parts of sex and relationship education if they want. All schools must have a written policy on sex education, which they must make freely available to parents.

Rationale

At Kilham Church of England Primary School, Sex and Relationships Education (SRE) is integrated into the Personal, Social, Health and Citizenship Education programme of the school, as well as the Science and R.E curriculum. As a church school, our aims for SRE are underpinned by our mission statement. This acknowledges that families may be based on marriage or partnership, and that some may be same sex relationships.

It is our whole school view that the delivery of high quality SRE is extremely important, however, should they wish, parents can withdraw their child/ren from all or part of SRE provided, except that which is required by the Science National Curriculum.

In addition to the statutory and non-statutory content in the new National Curriculum, there are elements of our **Spiritual, Moral, Social and Cultural Policy** which will guide our delivery of SRE. Our SMSC policy has been written in the context of our school's Christian values, which also apply to SRE. For example, in our SMSC Policy there is reference to the statutory inspection of schools considering the way in which pupil "develop awareness of and respect for diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation and disability".

Please see separate SMSC policy for details.

Formulation of the policy

To be added after consultation with curriculum committee, vicar, parents and staff, pupils (past or present).

Our aims

Our aims for SRE are for our learners to:

- develop self-awareness and confidence in talking, listening, and thinking about relationships and feelings
- Generate an atmosphere and learning environment where questions and discussions can take place without embarrassment.
- respect that there are differences between people and family groupings.
- develop a sense of self-identity, celebrating personal qualities
- develop a healthier and safer lifestyle
- begin to analyse how people relate to each other
- prepare to play an active role as a citizen
- express feelings confidently and recognise positive and negative feelings and identify risks and strategies for handling them
- name parts of the body and describe how their bodies work
- understand puberty and the changes that will take place
- protect themselves and know how to ask for help and support
- have knowledge about sexual activity and reproduction
- know how a baby grows inside the body

Parent involvement

The school is committed to working in close partnership with parents and carers who are key people in teaching their children about sex and relationships. Parents and carers of pupils in Year 5 & 6, are sent a letter informing them of the SRE programme before it begins and offering the chance to discuss the content with the class teacher and also the opportunity to withdraw their child from the non-statutory element of the programme. (appendix A)

A parent or carer who is concerned about any element of this policy, or is unhappy about their child's participation, should discuss their concerns with the head teacher. If parents decide to withdraw their children from the non-statutory part of the education programme, alternative arrangements will be made for those children, but it is hoped this will not be necessary. Parents should discuss alternative appropriate arrangements.

Equal Opportunities

The school is committed to the provision of SRE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds.

Special educational needs and differentiation

The school recognizes that children will have varied life experience and range of feelings and attitudes. We at Kilham School will value and respect all contributions made by children. Where children have special educational needs, there may be the need for discussion with parents prior to delivery of SRE and individual resources used as necessary.

Coverage and Delivery of SRE

At **Key Stages 1 and 2**, SRE is delivered through the Science, PSHCE and R.E curriculum by all teaching staff and selected visitors. (See individual policies). There will also be other opportunities within school time to deliver elements of SRE, such as assembly time, stories within literacy, visits by members of the community, and through specific topics. The following programmes of study are taken from the 2014 Science National Curriculum and will be followed accordingly.

Foundation Stage

In the **Early Years Foundation Stage**, pupils are taught elements of SRE relevant to their age and maturity through related Early Learning Goals - Children will learn about the concept of male and female and about young animals. In ongoing PSHE work they develop skills to form friendships and think about relationships with others.

Science in Key Stage 1

- ...notice that animals, including humans, have offspring which grow into adults (Statutory)
- 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. (Non-statutory guidance)
- The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, and teenager, adult. (Non-statutory guidance)

Science in Lower Key Stage 2 (Year 3 & 4)

There is no associated content in these year groups.

- Content on humans and animals covers other scientific knowledge, such as the digestive system. (Statutory)

Science in Upper Key Stage 2 (Year 5 & 6)

- Describe the life process of reproduction in some plants and animals. (Statutory)
- Describe the changes as humans develop to old age. (Statutory)
- They will learn about the changes experienced in puberty. (Non-statutory guidance)
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents (Statutory)

The format of delivery of year 5 and 6, non-statutory, sexual and relationship education may differ depending on the needs of the individual cohort of children, for example: emotional maturity, teaching styles etc. However, the lessons will adhere to the principles as illustrated below.

Health professionals may be invited into school (working under our direction) to provide expertise and information in SRE for the whole school where necessary, but specifically, for Year 5 and 6 during the summer term.

Both boys and girls will be taught together as a mixed gender, year 5 and 6 group with the exception of practical guidance on the use of sanitary wear and issues around menstruation.

The lessons will include:

- The correct terms for the male and female reproductive organs
- The physical changes of puberty at a variety of ages, including wet dreams, changes to body hair and voice, growth of the body including sexual organs
- Information about how a baby is made; the fertilisation of an egg
- Hygiene and how your body changing influences this
- Self-image and self esteem
- Emotional and hormonal changes in puberty
- Developing the pupils view on caring and loving relationships within the context of long term relationships.

At Kilham School the teachers will set ground rules in their classes which will include:

- All children must listen to each other and respect their contributions
- No-one, (teacher or pupil) will have to answer a personal question
- No-one, will be forced to take part in a discussion. Answers will only be sought from children who raise their hands.
- Respect for confidentiality within the class, using a “no names” approach.
- Some questions may not be answered in a full class environment

Some personal questions or questions of a more explicit nature, asked in a classroom environment, may not be answered at the time. These children will be directed towards their parents for further discussion.

All staff delivering SRE are directed to the ERYC Guidance for safe working practice policy and follow this guidance.

Child Protection Issues and Confidentiality

Teachers conduct SRE lessons in a sensitive manner and with consideration for the need for confidentiality. Should issues of disclosure regarding inappropriate sexual behaviour/activity arise, the teacher will take the matter seriously and deal with it as a matter of child protection, following the school policy.

Any such disclosures made to members of staff are directed to the designated Child Protection Officer (Head Teacher) who then makes the decision to inform further agencies where deemed necessary – see Child Protection and Safeguarding Policy for further information.

Appendix A - Covering letter to parents offering opportunity of withdrawal from SRE and informing them of the commencement of the year 5-6 lessons taking place.

June 2015

S England
L Oliver

Readopted October 2017 – no changes