



Runcion Holme
Church of England Primary

Holy Cross Federation



Wormegay
Church of England Primary

Proud to be part of the Diocese of Ely Multi-Academy Trust

Sex and Relationships Education (S.R.E) Policy

Staff Responsible: E Zeil/ G Earl

Date:

Review Date:

Signed (Headteacher):

Signed (Chair of Governors):

Background information about the schools and their communities

Wormegay and Runcion Holme C of E Primaries are two rural village schools serving children from 4 to 11. Children from these schools mainly feed into Downham Market Academy which is a very large secondary school. The schools work to prepare their children for a smooth transition to Key Stage 3. Being small village schools whose intakes are broadly from the same ethnic, faith and socio-economic groups, we strive to find ways to introduce our children to broader visions and experiences.

Diocese of Ely Church School Statement

Consistent with the statutory Church School Ethos Statement, SRE is based upon the premise that all life is from God and we are created in the image of God. We are called to love, as God is love. The Christian values of trust, honesty, forgiveness and loving and caring for one another are lived out in a church school's everyday life. Pupils' personal, social, health and emotional development are all promoted in the supportive Christian ethos of a church school, where all are respected, valued and encouraged.

It is in the context of the absolute value of all persons, and the infinite love of God, that SRE should be taught in Church Schools.

Further details can be found in Appendix One – Policy and Guidelines of Diocese of Ely.

What is SRE?

Sex and Relationships Education is:

- Lifelong learning about physical, moral and emotional development
- Understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care

- Includes the teaching of sex, sexuality and sexual health

It aims to give children:

- Self esteem
- Skills for successful relationships
- Emotional literacy
- The ability to make informed choices and minimise risk
- The ability to keep themselves and other people safe
- The opportunity to explore their own attitudes, values and beliefs and develop an individual moral code that will guide their actions
- A discerning eye for the messages they receive from the media
- The ability to access help and support
- A positive attitude towards their body and sexuality

We set S.R.E. in a context that is consistent with the school's Christian ethos and values and ethos of the school's curriculum.

Aims and Objectives

S.R.E. aims to equip all pupils with accurate unbiased knowledge about sex and relationships and gives pupils the opportunity to acquire life skills that will help them make good use of this knowledge. It will also give pupils opportunities to explore and respect their own and others opinions, attitudes and values to help them develop their own individual moral framework. We believe that the following aims for S.R.E. are particularly important

- Developing a feeling of self confidence, self worth and self esteem
- Respect for other people's feelings, cultures and family structures
- Better relationships skills
- Being prepared for changes of puberty
- Have an understanding of prejudice and its negative effects
- Being capable of seeking help and advice when they need it
- Being able to express how they feel about themselves and their body
- Be aware of and capable of challenging messages they receive from the media
- Being aware of the right they have over their own body
- Being able to make positive informed choices that reduce risk
- Skills and understanding of how to keep themselves safe

The aim of this policy is to provide a working document that gives a clear framework within which staff will feel secure to work.

Moral and Values Framework

Our school believes that S.R.E. should be delivered within the following moral framework:

- Self respect and respect for others
- Respect and tolerance towards other who may have different background, cultures, feelings, views and sexuality
- Taking account of other people's feelings
- Mutual support and cooperation
- Accepting the responsibility for the consequences of our own actions

- The right of people to hold their own views within a framework of respect for others
- Not imposing our views on other people
- The right not to be abused by other people or taken advantage of
- The right to accurate information about sex and relationship issues

Equal opportunities/ SEN

Our S.R.E. programme aims to be inclusive of all regardless of gender, race, religion, colour, language, culture, social circumstances, sexuality, appearance or disability.

We have a duty to ensure that children with special educational needs are properly included in S.R.E. Work may need to be planned or adapted in different ways to meet the needs of all the children.

Organisation of the S.R.E. Programme

The P.H.S.E. co-ordinator and the Head teacher have coordinated the S.R.E. programme.

S.R.E. is delivered predominantly in P.S.H.E. lessons however consolidation and extension of S.R.E. is found in science, R.E. literacy and during assemblies. There are many links across the curriculum and other policies:

Science	Confidentiality
SEN	Child Protection
PSHE/ Citizenship	Assessment
Equal Opportunities	Teaching and Learning
Anti-racist	Health and Safety
Behaviour	RE
Anti Bullying	

S.R.E. is delivered in mixed sex groups. However during lessons in puberty both boys and girls cover the same material but are then given the opportunity to discuss issues in single sex groups.

Teaching and Learning

The learning outcomes of S.R.E. reflect a balance between:

- Personal and social skills
- Knowledge and understanding
- Attitudes and values

Through teaching of the Science Curriculum the children will learn:

At Key Stage One:

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

At Key Stage Two:

- describe the changes as humans develop to old age.
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

The PSHE scheme of work is a two year rolling programme:

Year A

Spring 1st – Living Long, Living Strong.

Year 1 – keeping clean, growing and changing, families and care

Year 3 – differences: male and female, personal space, family

Year 5 – talking about puberty, male and female changes, puberty and hygiene

Year B

Summer 2nd – Growing Up

Year 2 – Differences – boys and girls, differences – male and female, naming the body parts

Year 4 – Growing and changing, body changes and reproduction, what is puberty?

Year 6 – puberty and reproduction, relationships and reproduction, conception and pregnancy, being a parent.

Resources include:

PSHE Education, Citizenship and SEAL scheme of work

SEAL resources

Living and Growing DVD

Specific Issues within S.R.E.

Language

During all S.R.E. lessons the correct terms for all body parts and functions will be used. The meanings of all words are clarified in a factual way and it is made clear to pupils that these words need to be used in the correct context. This aims to prevent bullying of children for not knowing definitions and overtly points out the offensive nature of some words used in the wrong context.

Confidentiality

Pupil's confidentiality is respected in all S.R.E. lessons and pupils are made aware of the fact that what they say in these lessons will not be repeated to anyone else unless a member of staff suspects that the child or anyone else is at risk from harm. See the schools Safeguarding Policy for further details.

Child Protection Procedures

The school has an appointed member of staff who is responsible for child protection procedures. If a teacher suspects that a child is at risk from harm or neglect they need to inform this person and record any evidence that supports their concerns.

Pupil's access to help and support

In S.R.E. lessons and assemblies pupils are reminded that if they ever find themselves in vulnerable situations they are to keep finding an adult to tell until someone does something to help the situation. In the school's cloakrooms 'child line' posters are displayed. Any relevant leaflets will also be available.

The approach to potentially controversial and sensitive issues

All staff are aware that everyone has views on S.R.E. related issues. However, while it is respected that everyone has the right to their own view point all S.R.E. issues are taught without bias. Topics are presented in a way that considers all view points so that pupils are able to form their own, informed opinions but are also encouraged to respect the fact that other may have quite different view points. View points that have a negative impact upon another person or groups of people such as prejudice are always challenged.

Dealing with sexually explicit questions

It will be made clear to pupils by means of ground rules that personal questions should never be asked by the pupils or the teacher. Pupils will be told during any S.R.E. lesson that only questions that relate directly the S.R.E. lesson being covered will be answered. If the child shows inappropriate knowledge child protection procedures would be consulted. If a child asks a question relating to S.R.E. issues at any other time the child will be told that they will learn the answer in S.R.E. If not it will be suggested that the child asks his or her parents/carers.

Parents

Before each year group embarks on its explicit sex education programme, parents are informed by letter of their right to withdraw their child. Parents are also reminded that they can have a copy of the schools S.R.E. policy on request. Parents are also told that they can request to view all teaching resources.

Procedures for pupils who are withdrawn from sessions.

Provision is made for pupils whose parents wish their child to be removed from sex education lessons to work in another classroom.

Dissemination of the policy

Staff at both schools have been actively involved in discussing the content and delivery of S.R.E.. We are now in the process of consulting with Governors and parents.

Arrangements for monitoring and evaluation

The subject leader for PSHE will be responsible for monitoring plans, lessons and work samples where relevant and for checking resources. Feedback from staff, pupils, parents, governors and supporting agencies concerning the quality of the Sex and Relationships Education programme is welcomed.

Appendix One

Ely Diocesan Board of Education - Policy and Guidelines for Sex and Relationship Education (SRE) in Church of England Schools

Church School Statement

Consistent with the statutory Church School Ethos Statement, SRE is based upon the premise that all life is from God and we are created in the image of God. We are called to love, as God is love. The Christian values of trust, honesty, forgiveness and loving and caring for one another are lived out in a church school's everyday life. Pupils' personal, social, health and emotional development are all promoted in the supportive Christian ethos of a church school, where all are respected, valued and encouraged.

It is in the context of the absolute value of all persons, and the infinite love of God, that SRE should be taught in Church Schools.

Policy and guidelines

Authority and responsibility for decisions regarding Sex and Relationships Education (SRE) lie with the Governing Body of a School.

- *The Ely Diocesan Board of Education acknowledges the importance of SRE in schools as well as in the home.*
- *The Board acknowledges SRE's place within the curriculum. It recognises the curriculum entitlement of all children to sex and relationship education.*
- *The Board endorses the use of the current SRE materials produced and circulated by the Local Authorities (Cambridgeshire, Norfolk, Peterborough), with the recommendation that church schools personalise these to reflect their church school status.*
- *Dialogue with parents and carers on matters pertaining to SRE is encouraged and expected. In good schools, best practice will include regular opportunities for such dialogue to take place.*
- *It is anticipated that SRE would feature as part of the wider Spiritual, Moral, Social & Cultural Development Policy (SMSC) or the Personal, Social Health Education Policy (PSHE) of a school.*

All SRE in a Church of England School should be set in a context which is consistent with the school's Christian ethos and values.

- *SRE should be based on inclusive Christian principles and values, emphasising respect, compassion, loving care and forgiveness.*
- *SRE should be sensitive to the circumstances of all children and be mindful of the variety of expressions of family life in our culture, yet it should also uphold the Christian values regarding relationships and marriage.*
- *Issues regarding human sexuality should be addressed sensitively.*
- *The exploration of reproduction and sexual behaviour within the Science curriculum should stand alongside the exploration of relationships, values and morals and Christian belief.*

The content and delivery of SRE should give priority to ensuring that no child's family circumstances or personal values are criticised or devalued.

- *God has made each of us as a unique human being and we are all equally valued. Church schools recognise and celebrate this.*
- *SRE should always recognise and respect cultural differences within the school and the wider community.*
- *Abusive, disrespectful and judgmental comments or attitudes should never be tolerated.*
- *Regard should always be given to the age of the class or group taught.*