



## FARNWORTH CHURCH OF ENGLAND PRIMARY SCHOOL

### Sex and Relationships Education (SRE) Policy

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#### CHANGE RECORD FORM

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Ref: DfEE 0116/2000

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### Associated Policies

This policy is part of a whole school strategy to ensure that all members of our school community are kept safe and that their welfare is a high priority. It should be read in conjunction with the following policies:

Policies	
<ul style="list-style-type: none"> <li>• Allegations Against Adults Policy</li> <li>• Equality</li> <li>• eSafety</li> <li>• First Aid / Medications Policy</li> <li>• Good Behaviour Policy and Anti-Bullying Policy</li> <li>• Intimate Care Policy</li> </ul>	<ul style="list-style-type: none"> <li>• Safeguarding and Child Protection</li> <li>• Safer Recruitment Policy</li> <li>• Staff Behaviour / Code of Conduct</li> <li>• Use of Physical Intervention / Restraint Policy</li> <li>• Whistleblowing Policy</li> </ul>

## POLICY

### 1. Background and Context

**This policy should be read in conjunction with the Liverpool DBE Policy Statement for Sex Education (Appendix 1).**

Farnworth Church of England Primary School is set in the historic village of Farnworth close to Widnes town centre. A large percentage of the pupils are from the immediate and surrounding areas, which are relatively advantaged. Currently (summer term 2017) there are 14 single aged classes and 415 children on roll aged 4-11. As a Voluntary Controlled school, we work in close partnership with the Church of St Luke’s, Farnworth and Liverpool Diocese together with Halton Local Authority.

Certain aspects of SRE are compulsory in maintained schools and are therefore contained within the National Curriculum. All state-funded schools must have ‘due regard’ to the Secretary of State’s Guidance on SRE (DfEE 2000). This states that:

- All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes (1.13)
- Children should learn ‘how a baby is conceived and born’ before they leave primary school (1.16).

Whilst the teaching of SRE outside of the National Curriculum is not currently compulsory at primary school level every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

This is stated in section 2.1 of the National Curriculum framework (DfE, 2013a) and relates to duties set out in the 2002 Education Act and the 2010 Academies Act. At Farnworth CE primary we believe that this gives us a very clear remit to provide SRE and PSHE.

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As a result, the Governors of Farnworth C E Primary School have made the decision to include SRE and this policy states what this educational provision will consist of and how it will be organised. In making this decision the Governors recognise that parents / carers are the key people in teaching their children about sex, relationships and growing up. However, many parents find it difficult to talk to their children about sex and relationships. It is our intention to work in partnership with parents, consulting them regularly on the content of our SRE programmes whilst recognising that parents / carers have the right to withdraw their children from all or part of non statutory sex and relationship education.

## 2. Aims and Objectives of the SRE Policy

The aim of this SRE policy is to provide a working document giving clear guidance to governors, staff and parents / carers on what is delivered; why it's delivered; how it will be delivered and when it will be reviewed.

This policy provides a framework for teachers to teach a programme of sex and relationships education and to enable them to support the pastoral and welfare needs of all pupils.

The policy will ensure that each child will develop understanding through accurate, non-biased information. This will enable them to make informed decisions and to be sensitive and tolerant to the decisions and choices that other people make.

Parents and carers play an important role in the sex and relationships education of their children and the school is committed to working in partnership with them.

The programme is developed according to the age, ability and maturity of the pupils and will provide a foundation for their future learning.

## 3. Aims and Objectives of SRE

The aim of SRE is to equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships, and to take responsibility for their sexual health and wellbeing. Through enabling pupils to learn about safety and risks in relationships, SRE plays a vital part in meeting our safeguarding obligations.

The objective of SRE is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. (Sex and Relationship Education Guidance DfEE 0116/2000)

In order to do this, we teach children about:

- the physical development of their bodies as they grow into adults;
- the way humans reproduce;
- respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
- the importance of family life;
- moral questions;
- relationship issues;
- respect for the views of other people.

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Our aim being to:

- encourage exploration of values and moral issues, consideration of personal relationships and the development of communication and decision making skills within a Christian context;
- foster self-esteem, self-awareness and a sense of moral responsibility;
- emphasise the importance of relationships with, respect for and responsibilities towards other people;
- respond appropriately and sensitively to children's questions as they arise;
- help children base their own decisions on understanding and accurate information;
- prepare the children for change e.g. puberty and the associated emotional issues; moving on to high school
- help children to appreciate the benefits of a stable marriage and family life, emphasising the importance of families to the healthy social development of individuals and our society - the variety of family life experienced by the children at Farnworth CE will be valued and explored.

#### 4. Morals and Values Framework

In line with Diocesan Board of Education expectations, our SRE programme encourages pupils to have regard to moral considerations and the value of family life. In support of our Christian foundation, we expect our pupils to respect and value themselves and others, and to develop a commitment and trust within close relationships.

We teach about sex in the context of the school's aims and values whilst recognising that there are a range of values and morals held within the wider community. We aim to promote the ability of pupils to make informed decisions within a moral framework.

Therefore the programme will reflect the school ethos and demonstrate and encourage the following values:

- Knowledge and understanding
- Respect for self and others, including respect for their own bodies
- Understanding and care for others
- The right to hold own views
- Tolerance of difference and diversity
- Understanding of the importance of stable, loving and supportive relationships within families.

#### 5. The right to withdraw

Under the Education Act 1993 parents can withdraw their child from any part of the SRE Programme which is not part of the National Curriculum Science Programme of Study. If a parent wishes their child to be withdrawn from sex education 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. The school always complies with the wishes of parents/carers in this regard. However, sex and relationships topics can arise incidentally in other subjects and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

As a school we acknowledge and celebrate cultural and religious diversity and are sensitive to any issues such diversity may bring in relation to SRE.

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## 6. Legal Requirements and Guidance (STATUTORY)

- The formal SRE elements of NC Science are mandatory for all pupils and cover the biological aspects of SRE.
- All schools and staff must deal openly and professionally with sexual orientations.

## 7. Content of the statutory SRE programme - National Curriculum Science

### KEY STAGE 1

As part of our SRE curriculum children will learn about the differences between males and females during Key Stage 1. Children will be introduced to the concept of growth in Year 1, learning how babies grow into adults. In Year 2 children will begin to look at the differences between males and females including learning correct scientific terminology for external genitalia. This is introduced at this stage so that a child has the language to describe the private parts of their body and to seek help if they are abused. The terminology will be introduced by the children first learning about gender stereotypes, (comparing clothing and hair) and before exploring the differences between male and female babies. Children will also look at examples of male and female animals.

### KEY STAGE 2

Year 5

#### ***Living things and their habitats***

Statutory requirements

Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.

Notes and guidance (non-statutory)

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

#### ***Animals including humans***

Statutory requirements

Pupils should be taught to:

- describe the changes as humans develop to old age.

Notes and guidance (non-statutory)

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.

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At all times, the correct medical vocabulary for parts of the body is used.

## 8. National Curriculum PSHE/SRE (NON STATUTORY)

At Farnworth CE we believe that SRE should be more than solely science if it is to meet the children's needs. It needs to start early so that children learn about their bodies, can recognise if other people make them feel uncomfortable or unsafe and can report abuse and get help. SRE helps pupils to learn progressively as they mature and revisit the subject on a regular basis, to reinforce learning and provide opportunities to ask further questions.

### Foundation Stage and Key Stage 1

At this age children are typically interested in the differences between boys and girls, naming body parts, where babies come from, and friends and family. What areas of the body are private and should not be touched and who they can talk to if they are worried are also important.

### Lower Key Stage 2

At this age children are interested in the emotional and physical changes of growing up, similarities and differences between each other and between boys and girls, coping with strong emotions and how babies are made from eggs and sperm. How to look after our bodies and how to be safe and healthy are also important.

### Upper Key Stage 2

At this age children are typically interested in knowing about love and the different kinds of families and will be more aware of different types of partnerships and relationships. Gender stereotypes and homophobia are explained and challenged. They will be curious about puberty and sexual feelings and changing body image. They will want more details about conception, how babies develop and are born and why families are important for having babies.

They will also want to know who they can talk to if they want help or advice and information about growing up and personal safety including online.

## 9. Organisation of the Sex and Relationship Programme

The PSHE co-ordinator (Miss Smith) is responsible for co-ordinating the SRE programme.

Teachers throughout the school contribute to the SRE programme either through the statutory requirements of National Curriculum Science or through their delivery of the non statutory elements of PSHE / SRE.

Sex and Relationship Education will be taught:

- As topics as part of the PSHE programme
- Through Science (as part of the National Curriculum)
- Through the pastoral system
- Through story time
- Through planned visits by the school health adviser.

From 2017 onwards, the Year 5 children will have a visit from the school health adviser to discuss puberty, particularly menstruation and reproduction.

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The children will be taught in mixed sex groups, although they will also be given an opportunity to discuss their worries and beliefs in single sex groups. This is not so different topics can be taught, but so that the children can ask questions that they may not feel able to ask if the groups are mixed.

## 10. Teaching Methods

Sex Education should help pupils make informed choices, establish a lifestyle and build up a system of values. The teaching methods used are as important as the content of lessons. Based on this premise, a range of teaching strategies are used including:

- establishing ground rules
- using ‘distancing’ techniques
- knowing how to deal with unexpected questions or comments from pupils
- using discussion and topic learning methods and appropriate materials
- encouraging reflection<sup>1</sup>

The methods used will seek to ensure sensitive participation which will support the self – esteem of pupils. Teachers will use language which does not marginalize children for example “parents and carers”, rather than “mum and dad”. The work will start with the pupils’ understanding of what constitutes a family rather than assuming a stereotypical family.

## 11. Resources

Criteria for selecting resources:

- The resource should match the level of concept and language with the age and ability of pupils
- There should be positive messages and images regarding racial and other minority groups
- Resources avoid and/or challenge stereotypes
- They should encourage debate rather than close down communication
- Resources should not contain subtle messages that reinforce stereotypical viewpoints
- Material should engage pupils in a non judgemental approach
- The teacher is comfortable and confident with the resource
- The resource is accurate and up-to date
- The resource links community and parents
- The resource has a stimulating approach both visually and conceptually that is not patronising
- The aims and purposes of the company or organisation behind the resource are consistent with those of PSHE and education within the school.
- The authors or editors have credibility

Outlines for using a quality resource will be:

- opportunities to reflect and promote equal opportunities
- pupils feel comfortable in using the resource
- it will offer a balanced approach to the work which is non- judgemental and acknowledges the variety of social and cultural backgrounds existing within the classroom
- it will promote positive self image therefore making the learning experience positive

<sup>1</sup> See Appendix 2 Extract from DfEE 0116/2000 for a fuller explanation of these strategies

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## 12. Specific Issues Statements

### • Entitlement and Equal Opportunities

We provide a broad and balanced sex education programme for all pupils including those with special educational needs and we ensure full entitlement and access. We intend that this sex education policy will take account of our Equality policy and that the content provides a balanced programme for all children including those with special needs.

### • Equalities

The Equality Act 2010 covers the way the curriculum is delivered. As a school we aim to ensure that issues are taught in a way that does not subject pupils to discrimination. Teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive SRE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect.

### • Parents/Carers

The school is well aware that the primary role in children's sex education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents and carers of children at our school, through mutual understanding, trust and cooperation. To promote this objective, we:

- inform parents and carers about the school's sex education policy and practice;
- answer any questions that parents or carers may have about the sex education of their child;
- take seriously any issue that parents or carers raise with teachers or governors about this policy, or about the arrangements for sex education in the school;
- encourage parents and carers to be involved in reviewing the school policy, and making modifications to it as necessary;
- inform parents and carers about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

It is important that parents/carers are informed when the SRE lessons will take place and their content. This enables them to open a dialogue with their children if they wish and supports the partnership between parents/carers and the school.

This information is delivered to parents/carers in the form of termly class newsletters and letters home to Year 6 parents/carers before the school health adviser delivers SRE sessions.

## 13. Confidentiality and Child Protection

The school has a Safeguarding and Child Protection policy which is available electronically on the school website and a paper version upon request.

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Teachers conduct sex education lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the designated teacher about their concerns.

Although parents and children are encouraged to talk to each other, a teacher may keep information and discussions confidential if requested to do so by the pupil. They may seek guidance from designated teachers without breaking confidence. Teachers must break confidence if it is an issue of child protection or if they think it is in the child's best interest to do so.

#### **14. Answering children's questions**

We try to match the practice followed in many homes, of answering questions and meeting needs as they arise naturally and according to the child's maturity and ability to understand. Children are naturally curious and are nowadays unavoidably confronted with many issues through television, radio, magazines etc. which they will want to discuss. Children's questions will be answered as in every lesson, in a professional and sensitive manner and in keeping with religious and cultural background. Confidential 'question boxes' may be used in lessons to enable teachers to answer children's questions appropriately.

#### **15. Visitors to school**

Health and Sex Education is a shared responsibility. What is learned at school can be supported by experiences in the home and in the community. Therefore, it will sometimes be appropriate to involve visitors from outside agencies to support programmes of study. On these occasions, the visitor will be expected to be familiar with the school's values and approaches to SRE and be expected to contribute to the school's programme of study.

We shall ensure appropriate planning, preparatory and follow-up work. It will be expected that the visitor will understand the emotional and intellectual levels of the children involved and to communicate at the appropriate level.

#### **The visitor will be informed of:**

- the aims of the sessions
- why this agency is involved
- what knowledge the children already have
- how the session will be followed up
- details of the group i.e. numbers, ages, time and resources.

All materials used will be viewed prior to the visit and a member of staff will remain in the class with the speaker.

#### **16. Concerns**

Any concerns should be taken to the class teacher. If the teacher cannot resolve the situation, then the deputy head teacher or head teacher should be informed. If the head teacher cannot resolve the concern, there is a complaints procedure available.

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## 17. Monitoring and Evaluation

The policy will be updated every other year and monitored by the PSHE co-ordinator.

## 18. Documentation

Diocese of Liverpool Board of Education Sex Education Policy Guidelines  
Sex and Relationship Guidance DFES 0116/2000  
Sex and Relationship Education OFSTED 2002  
QCA Sex and Relationship Education, healthy lifestyles and financial capability 2005

## 19. Resources

[Sex and Relationships Education for the 21st Century](#)

[PSHE Programme of Study](#)

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## APPENDIX 1

### DBE POLICY STATEMENT FOR SEX EDUCATION

Sexuality and sexual relationships are not only a given fact of human existence but, in Christian belief, a gift of God as part of creation. It is important that, as they grow up, children come to an understanding of their own bodies, instincts and feelings. In this way they will be prepared for the opportunities, joys and responsibilities of permanent relationships with people of the opposite sex. Misunderstandings and misinformation can lead to the diminution and distortion of human relationships, resulting in a debasing of human existence, which has been given value and status through the Incarnation of Jesus Christ. Children from both happy and unhappy marriages and homes need to glimpse something of the wonder and security of family life as the proper context for sexual expression, and to grasp the Christian values of acceptance, forgiveness and loving another "as yourself". Working from this basis, older pupils can then be enabled to acquire a deeper understanding of the full range of human sexuality. The Diocesan Board of Education believes that a right understanding and attitude to sexuality and sexual relationships can lead to a positive sense of personal identity and value. The nature of Christian marriage recognises that true sexual fulfilment requires maturity, self-discipline, a will to work for the other person and the resisting of exploitation. Equally Christian thinking recognises the existence of failure, judgement and the need for forgiveness and reconciliation.

As pupils mature and become more sexually aware, the Church can make a distinctive and unique contribution to sex education by placing it within a Christian context of love, faithfulness and forgiveness. In this way they will become aware of their responsibility not only for themselves but also for those whom they love and the people with whom they live and work. Regardless of background, behaviour and sexual orientation, pupils should be caringly accepted within the Church School.

(Adapted from *Sex Education Guidelines for Church School Governors*, Alan Brown, National Society 1993)

In Primary Schools, governors continue to have the responsibility of deciding whether the school should provide sex education, of keeping a written statement of this decision, and of developing a policy outlining where and how sex education will be provided. This policy should be made available to all parents.

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APPENDIX 2

Sex and Relationship Education Guidance

Head teachers, Teachers & School Governors

Status: good practice
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Ground rules

4.3 A set of ground rules will help teachers create a safe environment in which they do not feel embarrassed or anxious about unintended or unexpected questions or comments from pupils.

For example, one class worked out this set of ground rules together:

- no one (teacher or pupil) will have to answer a personal question;
no one will be forced to take part in a discussion;
only the correct names for body parts will be used; and
meanings of words will be explained in a sensible and factual way.

Distancing techniques

4.4 Teachers can avoid embarrassment and protect pupils' privacy by always depersonalising discussions. For example, role play can be used to help pupils 'act out' situations.

Dealing with questions

4.5 Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting. Many teachers are concerned about responding to unexpected questions or comments from pupils in a whole-class situation.

- If a question is too personal, the teacher should remind the pupil of the ground rules. If the pupil needs further support, the teacher can refer her or him to the appropriate person, such as a school counsellor, school nurse, helpline, or an outside agency or service;
If a teacher doesn't know the answer to a question, it is important to acknowledge this, and to suggest that the pupil or teacher or both together research the question later;

Table with 5 columns: Policy, Author, Reviewed by, Date of Approval, Date of Issue, Next Review, and Page number. Contains details about the Sex and Relationships Education policy, author J. Stillings, and review dates.



- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. In this way, the pupil will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information. To maintain trust and respect the teacher must remember to talk with the pupil later; and
- If a teacher is concerned that a pupil is at risk of sexual abuse, they should follow the school's child protection procedures.

#### *Discussion and project learning*

**4.6** Research into what makes sex and relationship education effective shows that discussion and project learning encourages learning and is enjoyed by pupils. Pupils take part in a structured activity in which they can:

- draw on previous knowledge to develop more understanding;
- practise their social and personal skills;
- consider their beliefs and attitudes about different topics;
- reflect on their new learning; and
- plan and shape future action.

**4.7** Active learning is most effective when pupils are working in groups. Methods include discussion techniques such as the use of circle time in primary schools, case studies and project work.

**4.8** Teachers should also assess the usefulness of providing factual information in written form for young people to keep for future reference.

#### *Reflection*

**4.9** Reflecting is crucial for learning as it encourages pupils to consolidate what they have learned and to form new understanding, skills and attitudes. Teachers can help pupils reflect on their learning by asking questions like these:

- What was it like doing this discussion today?
- What did you learn from the others, especially those who had a different experience or belief from your own?
- What do you think you will be able to do as a result of this discussion?
- What else do you think you need to think or learn about?

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