

# WESTMINSTER CATHEDRAL PRIMARY SCHOOL



## **SRE POLICY**

**March 2017**

**PERSONNEL RESPONSIBLE  
FOR THE POLICY**

**PSHE CO-ORDINATOR  
AND MEMBERS OF THE  
SENIOR MANAGEMENT TEAM**

**REVIEW DATE**

**March 2019**

## 1. WHAT IS SRE?

*“Sex and Relationships Education is 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”.*

*Dfee "Sex and Relationships guidance 2000*

Within the context of a catholic school, our response to Government initiatives on Sex and Relationships Education (SRE) must be: positive and prudent; guided by our vision of what it means to be fully human and our desire to educate the whole person; and the need to address issues raised by the actual experience of pupils today. The Second Vatican Council in its "Declaration on Christian Education" said:

*"children and young people should be helped to develop harmoniously their physical, moral and intellectual qualities... they should be given a positive and prudent education in matters relating to sex.... Children and young people have the right to be encouraged to make sound moral judgements with an informed conscience and to put them into practice by personal choice, and to know and love God better.*

This vision of education promoted and pursued by the Catholic community has always emphasized that our aim is to educate the whole person as our missions statement states.

## 2. Aims and Objectives

There are three main elements to our SRE programme:

- Gaining knowledge and understanding
- Developing positive attitudes and values
- Extending personal and social skills

At Westminster Cathedral Primary School, we have a commitment to ensure that our programme is relevant to all pupils and is taught in a way that is age and stage appropriate.

The objectives of Sex and Relationships Education at Westminster Cathedral Primary School are:

- To enable our pupils to make responsible, informed and healthy decisions about their lives, both now and in the future.
- To teach our pupils to respect themselves and others so they can move confidently from childhood through to adolescence and into adulthood.
- To provide a supportive learning environment in which pupils can develop their feelings of self worth and confidence, especially in relationship to others.

## 3. Philosophy

This SRE policy is based on both national and local guidance. The objective of SRE is to help and support young people through their physical, emotional and moral development. This policy, embedded within PSHE, will help young people learn to respect themselves and others and more with confidence from childhood through adolescence into adulthood.

SRE 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.

#### **4. Approaches to Teaching and Learning**

SRE can be enhanced by a supportive school ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment which is conducive to learning.

Our school can help young people develop confidence in talking, listening and thinking about sex and relationships. A number of teaching strategies help this, including:

- Establishing ground rules with pupils
- Using "distancing" techniques
- Knowing how to deal with unexpected questions or comments from pupils
- Using discussion and project learning methods and appropriate materials
- Encouraging reflection

To facilitate pupils learning in SRE

- The purpose of each lesson is made clear
- Appropriate learning experiences are planned and meet the needs of **all** the pupils in the class
- Learning experiences draw on pupils' own experiences or existing knowledge and provide a range of opportunities for pupils to learn, practice and demonstrate skills, attitudes and knowledge
- Time is given for pupils to reflect and consolidate their learning
- Pupils are encouraged to take responsibility for their own learning and to record their own progress
- Attention is given to developing a safe and secure classroom climate
- Staff training needs are met

#### **5. School Curriculum: Sex and Relationships Education in the context of the National Curriculum:**

##### **Legal requirements**

Westminster Cathedral Primary School has a statutory duty to teach the following as part of the National Curriculum Science Orders.

##### **Key Stage 1**

- Notice that animals, including humans, have offspring which grow into adults.

##### **Key Stage 2**

- 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.

- Describe the changes as humans develop to old age.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Parents do not have the right to withdraw their child/children from these above aspects of the Science curriculum.

## **EYFS**

Children 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.

## **Key Stage 1**

Through work in science, children learn about the life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and Citizenship, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them.

They also learn about personal safety.

## **Key Stage 2**

In science, children build on their knowledge of life cycles and learn about the basic biology of human reproduction. In RE and Citizenship, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

The Sex and Relationships Education Programme (SRE) is organised by Mrs A Stacey (acting head teacher). Specific SRE lessons are delivered in Years 5 and 6 and cover the following themes.

## **Year 5**

### ***'Changes'***

These sessions cover understanding the physical changes that take place during puberty, why they happen and how to manage them.

## **Year 6**

### ***'How Babies are Made'***

### ***'How Babies are Born'***

These sessions explain how babies are made within the context of a stable, loving relationship. They show the children how a baby develops in the womb and how a baby is born.

### ***'Girl Talk'***

### ***'Boy Talk'***

These sessions further explore the physical and emotional changes that take place to both boys and girls during puberty.

SRE is taught by a nominated teacher. A range of teaching methods are which include use of video, discussion and looking at case studies.

Sex and Relationships Education is usually delivered in mixed gender groups. However, there are occasions where single gender groups are more appropriate and relevant.

***Resources to teach Sex and Relationships Education*** include fiction, reference books, leaflets and extracts from videos. We use “This is My Body” published by Philos Educational Publishing.

Other resources include the Science Programme of Study, Come and See (RE Scheme) and Coram Life Education.

### **Consulting Parents**

Materials which will be used in the school’s SRE Programme can be seen by parents in school on request to Mrs A Stacey who is the designated teacher with responsibility for coordinating Sex and Relationships Education.

The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to discuss the content of the lessons and to view the videos and resources being used.

Parents have the right to withdraw their children from those aspects of Sex and Relationships Education not included in the National Curriculum Science – alternative work will be set.

The aims of the school cannot be met effectively without parental involvement, a partnership between home and school is essential. The school acknowledges that parents are the first and best educators of their children and will seek to support them in this role of assisting their children's physical, spiritual and psychological growth.

### **CONFIDENTIALITY**

It is felt that confidentiality should be intimately related to respect. Children and the teacher should negotiate the ground rules of each classroom. Forming rules and providing a rationale should be considered integral to the education process.

National Curriculum Council Curriculum Guidance 3 advises that ground rules governing group discussion of sensitive issues be established. These help to minimise embarrassment, distress and unconsidered, unintended personal disclosure.

Useful ground rules might be:

- Listen to what people say
- Nastiness to each other is prohibited
- No talking when someone else is talking
- Be kind to each other and give support

- If all you can say is unpleasant, don't say anything
- If people do not want to say anything they don't have to
- We do not laugh at what others say.
- Think before you ask a question
- Disclosures in the classroom are private to the group unless permission is given and agreed to relate it elsewhere.

There are guidelines for staff on confidentiality and handling sensitive and controversial issues and supporting young people.

Teachers and other adults involved in SRE will sometimes hear disclosures that suggest a child might be at risk of abuse. It is essential that all are aware of the schools child protection policy. A copy of this is available from the schools designated teacher for Child Protection who is Mrs A Stacey.

Where an adult believes a child may be at risk the designated teacher must be consulted before any further action is taken.

The school wants to promote a healthy, positive atmosphere in which sex and relationship education can take place. It wants to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children.

## **6. Celebration of achievement - assessment, recording and reporting**

As with any learning process assessment of pupils' personal, social and emotional development is important. It provides information which indicates pupils' progress and achievement and informs the development of the programme.

Pupils do not pass or fail within this area but have the opportunity to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on pupil's self awareness and self esteem.

We do not assess pupils in all areas of the PSHE and citizenship programme however opportunities for pupils to reflect on their progress are identified. It is inappropriate to assess pupil's values.

## **7. Special Needs Provision**

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of Sex and Relationships Education.

## **8. Health and Safety**

Pupils will be taught to care for and respect themselves, other people and the environment. They will be made aware of the dangers in their immediate environment. The school has a Health and Safety Committee who meet termly to discuss issues raised, and staff and pupils are

encouraged to report anything that may be hazardous. Regular risk assessments are also carried out.

### **9. Equal Opportunities**

All pupils should have access to relevant curriculum which meets individual needs. Materials used should reflect the multicultural society in which we live. Materials should also be checked for racial or gender stereotypes.

### **10. Staff Development**

In-service training will be given, where needed, in order for all staff to familiarize or widen their knowledge of issues relating to SRE. The SRE coordinator should disseminate information to staff regularly.

### **11. Governors**

The school and governors should ensure that they have knowledge of the policies and their implication for the school. It is the responsibility of the SRE/SMSC coordinator to inform the Headteacher and the Governors of any amendments to the policy.

It is important to endeavor to develop the Governor's awareness and understanding of the school's SRE policy and its implications.

### **12. Criteria for evaluating the success of this policy**

At Westminster Cathedral we recognise that policy development is not a "once and forever" process. As the school develops, and the curriculum evolves further there may be need to adapt the policy. It is the responsibility of the SRE co-ordinator, as the person responsible for SRE to review this policy annually.

A range of strategies will evaluate the success of this policy:

- Evidence of a continuum from Early Years to the end of Key Stage 2.
- Evidence of a full, balanced and appropriate SRE curriculum being delivered throughout the school
- Evidence that there is a range of teaching and learning styles evident in the classrooms
- Evidence that pupils have a high self-esteem and feel valued.

### **13. Monitoring and Evaluation**

The SRE Co-ordinator and Headteacher will be responsible for the monitoring and evaluation of the policy.

Evaluation will be of the programme as a whole, involving staff feedback, pupil observation and pupil feedback