

FEDERATION OF ST. NICHOLAS C OF E MIDDLE SCHOOL, PINVIN, AND  
PINVIN C OF E FIRST SCHOOL



**SRE POLICY**

**TL01**

|                                 |               |
|---------------------------------|---------------|
| Date approved at FGB            | 21.3.17       |
| Statutory/ school policy status | DfE statutory |
| Review period                   | 2 years       |
| Date of next review             | Spring 2019   |

Chair of Governor's signature.....

Headteacher's signature.....

## **SRE POLICY**

### **Context**

All maintained secondary schools in England have a statutory requirement to teach a programme of sex education including work on HIV, AIDS and other sexually transmitted infections.

All maintained schools, including primary schools, are also required to have an SRE policy even if that does not extend beyond the science curriculum.

This policy covers the Federation of Pinvin CE First School's and the St. Nicholas CE Middle School approach to all sex and relationships education whether that is through externally delivered programmes or as part of the school's own curriculum most notably in Science, PSHE, but also where SRE issues may be delivered in other curriculum areas.

All parents will be able to access the policy through the school website or by contacting the Office for a paper copy. Should translated copies be required, the school will make every effort to make this possible.

Any parent has a right to withdraw their child from all/any specific part of Sex and Relationships Education (other than those elements required by the National Curriculum Science Orders) and can do this simply by contacting the form tutor in the first instance.

The policy will be reviewed every two years.

### **Aims**

We believe that all our students are entitled access to effective sex and relationships education as a part of their preparation for adult life. Relationship education, including, where appropriate, sex education, is delivered largely through PSHE lessons and complements our Science curriculum with the following aims:

- To give pupils the confidence to talk, listen and think about relationships and feelings
- To provide our pupils with the knowledge and understanding about how their bodies work and change as they develop
- To prepare our pupils for puberty
- To develop pupils' skills for a healthier safer lifestyle
- To learn about the value of family life and stable loving relationships
- To enhance self-esteem, support their emotional development and construct a positive self-image

### **Rationale**

The Pinvin Federation has chosen to adopt the NHS definition and explanation of SRE - 'Sex and Relationships Education is lifelong learning, and it is about much more than just sex. It includes learning about sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.'

- We believe that effective Sex and Relationships education is essential because;
- It can be seen to support young people through the many physical and emotional changes they will experience during their time here at BMS, and beyond

- Where it is effectively and appropriately taught, SRE is seen to have a positive impact on young people's knowledge and attitudes, encourage the delay of early sex and reduce pregnancy rates
- As young people, they need the opportunity to discuss their beliefs and values and be able to compare these, appropriately, to the beliefs and values of others.
- It is essential to empower young people to make reasoned and sensible decisions through informed choice
- It helps our young people to understand the importance of respect, care and stability within any relationship
- An intrinsic part of our work is to develop the self-esteem of individuals and enable them to build positive and safe relationships which are free from any abuse
- It is part of the universal entitlement of young people which will help them to live safe, fulfilled and healthy lives.

### **Teaching Requirements**

#### Learning Outcomes

Pupils in Key Stage One will be able to:

- Recognise and compare the main external parts of the bodies of humans
- Recognise similarities and differences between themselves and others and treat others with sensitivity
- Identify and share feelings with others
- Recognise safe and unsafe situations
- Identify and be able to talk to someone they trust
- Be aware that their feelings and actions have an impact on others
- Make a friend, talk with them and share feelings
- Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk

Pupils will know and understand:

- That animals, including humans, grow and reproduce
- That humans and animals can produce offspring and these grow into adults
- The basic rules for keeping themselves safe and healthy
- About safe places to play and safe people to be with
- The needs of babies and young people
- Ways in which they are alike and different from others
- That they have some control over their actions and beliefs
- The names of the main external parts of the body including agreed names for the sexual parts
- Why families are special for caring and sharing

Pupils will have considered:

- Why families are special
- The similarities and differences between people
- How their feelings and actions have an impact on other people

Pupils in Key Stage Two will be able to:

- Express opinions, for example, about relationships and bullying
- Listen to and support others
- Respect other people's viewpoints and beliefs

- Recognise their changing emotions with friends and family and be able to express their feelings positively
- Identify adults they can trust and who they can ask for help
- Be self-confident in a wide range of new situations, such as seeking new friends
- Form opinions that they can articulate to a variety of audiences
- Recognise their own worth and identify positive things about themselves
- Balance the stresses of life in order to promote both their own mental health and well-being and that of others
- See things from other people's viewpoints, for example, their parents and their carers
- Discuss moral issues
- Listen to and support their friends and manage friendship problems
- Recognise and challenge stereotypes, for example, in relation to gender
- Recognise the pressure of unwanted physical contact and know ways of resisting it

Pupils will know and understand:

- That the life processes common to humans and other animals include growth and reproduction
- About the main stages of human life
- That safe routines can stop the spread of viruses including HIV
- About the physical changes that take place at puberty, why they happen and how to manage them
- The many relationships in which they are involved
- Where individual families and groups can find help
- How the media impact on forming attitudes
- About keeping themselves safe when involved in risky activities
- That their actions have consequences and be able to anticipate the results of them
- About different forms of bullying people and the feelings of both bullies and victims
- Why being different can provoke bullying and know why this is unacceptable
- About and accept a wide range of different family arrangements

Pupils will have considered:

- The diversity of lifestyles
- Others' points of view, including their parents' or carers'
- When it is acceptable to take a risk and when to say no and seek help
- The diversity of values and customs in the School and in the community
- The need for trust and love in established relationships

At Key Stage 3

At secondary school level, sex and relationship education should prepare young people for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- be aware of their sexuality and understand human sexuality;
- understand the arguments for delaying sexual activity;
- understand the reasons for having protected sex;

- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships;
- have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationships they want;
- communicate effectively;
- have sufficient information and skills to protect themselves and, where they have one, their partner from unintended/unwanted conceptions, and sexually transmitted infections including HIV;
- avoid being exploited or exploiting others;
- avoid being pressured into unwanted or unprotected sex;
- access confidential sexual health advice, support and if necessary treatment; and
- know how the law applies to sexual relationships

Through the Science Curriculum

Children should know and understand;

- that fertilisation in humans... is the fusion of a male and a female cell
- about the physical and emotional changes that take place during adolescence
- about the human reproductive system, including the menstrual cycle and fertilisation
- how the foetus develops in the uterus
- how the growth and reproduction of bacteria and the replication of viruses can affect health

### **Promoting Values**

At the Pinvin Federation, we value positive and healthy relationships and at our core we teach a programme of Christian Values. Through SRE we promote the importance of seeking, developing and nurturing stable relationships and positive communication.

### **Working with Parents**

We are committed to working with parents and carers and offer support through Parents Information Evenings (a variety of themes are addressed in these), providing materials through our website and by being available to discuss any issues related to SRE.

We will notify parents in writing when particular aspects of sex and relationships are due to be discussed and will communicate the right for parents to withdraw their children at this time.

Should a child be withdrawn from SRE lessons we will provide an alternative space in which they can work and are happy to provide suitable work for the child or liaise with parents about them providing materials.

### **A Balanced Curriculum**

While promoting the values above, we will ensure that pupils are offered a balanced programme that is delivered in a sensitive manner. The school will ensure that children always have access to the learning they need to stay safe, healthy and understand their rights as individuals. This will include clear, impartial scientific information as well as covering the law in relation to relevant issues.

### **The Taught Programme**

The programme is led by the Science Curriculum Lead and is taught and supported by all members of teaching staff and the school nurse service where appropriate.

### **Complementary Policies**

This policy should be considered in light of the school's policies on; Safeguarding, Equalities, Positive Behaviour and Anti-Bullying and E-Safety.