



Cossington C.E. Primary School

'Care, Significance, Purpose'

Sex and Relationships Education Policy

1. Mission Statement

Care, Significance, Purpose

With a foundation of distinctly Christian Values at our core, Cossington CE Primary School aims to offer an inclusive and inspirational learning environment where every learner is warmly welcomed and can say:

'I am cared for' because God loves me and calls me to care for others.'

'I am significant' because God chose to create me and everyone else in his image.'

'I have purpose' because God created me, and everyone else, with their own unique personality and abilities.'

All of these are rooted in our Christian beliefs that God is a God of Love, Grace and Faithfulness.

It is the aim of all associated with Cossington Church of England Primary School that all children should have the opportunity to achieve their full potential in all areas of the curriculum and in all other aspects of school life. We promote an ethos in which every stakeholder in the school cares for each other, keeping everyone safe every day. Pupils are taught that they are significant and that everyone has rights and a responsibility to show respect to each other. The school also believes every child has a purpose and an entitlement to achieve to their full potential.

At Cossington Church of England Primary school we aim to work together, guided by our values so we can all grow and flourish academically, spiritually and socially. Through a positive outlook, exploration and excellence we aspire to learn, act and achieve together. The aim of this policy is to ensure the behaviour and attitudes of pupils enables the promotion and success of the above principles and values.

1. Introduction

- Our school's policy on sex and relationship education is based on the DfE document 'Sex and Relationship Education Guidance' (DfES 0116/2000). We recognise 'Sex and Relationship Education' as the policy's full title, but, for brevity's sake, we will refer in the rest of this policy simply to 'SRE'.
- In the DfE document, SRE is defined as 'learning about physical, moral and emotional development'. The guidance states, 'It is about understanding the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health'.
- SRE is part of the personal, social and health education (PSHE) curriculum in our school. When we inform our pupils through sex education about sexual issues, we do this with regard to morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation.

2. Aims and objectives

The purpose of SRE is to assist young people to prepare for adult life by supporting them through their physical, emotional and moral development. The programme is designed to help them to understand themselves, respect others and form and sustain healthy relationships.

We believe that SRE should contribute to the foundation of PSHE and Citizenship by ensuring that all children:

- Develop confidence in talking, listening and thinking about feelings and relationships.
- Are able to name parts of the body using the correct vocabulary and describe how their bodies work.
- Can protect themselves and ask for help and support.
- Are prepared for puberty.

The SRE teaching and learning programme will contribute to the school's overall aims by helping children to:

- Develop their full potential.
- Make decisions and understand their consequences.
- Have self-confidence and high self-esteem.
- Have respect for themselves and respect other members of society.
- Be able to make good relationships with other children and adults around them.
- Manage risk and develop protective behaviours.

More specific aims for SRE are:

- To offer a planned programme of education about human development, relationships, sexuality and family life which is developed in response to the age and maturity of the child.
- To encourage pupils to develop an understanding of risk and safety and provide them with the motivation and skills to keep themselves safe.
- To encourage pupils to recognise, prepare for and manage growth, development and change for themselves and those around them.
- To encourage an appreciation of the values of family life and to reinforce the role of parents/carers as a major influence on the growth and development of their children.
- To reflect on their emotions and relationships in an environment where they do not feel threatened.
- Be aware that changes of a physical, emotional and social nature at puberty are normal in both genders.
- Ensure they feel supported during these changes and have some skills to manage changing emotions confidently and sensitively.
- Develop decision making skills, through considering moral dilemmas and have opportunities for critical thinking.
- Recognise and challenge stereotypes for example in relation to gender/sexuality.
- Learn to make choices and understand they have rights, including the right to say "NO".

In summary we will:

- Develop an inclusive anti bullying approach
- Know the children and their family backgrounds and embrace different families
- Address staff training needs

Use materials which address and celebrate difference and ensure we are promoting an environment where all children and their families are welcome.

3. Content

The programme is planned according to the children's age and their level of maturity. It is clearly linked to the PSHE and Citizenship policy, Science National Curriculum and The Christopher Winter Project is our main resource for teaching SRE.

National Curriculum: Science (statutory)

- The children will be taught in accordance with the National Curriculum as follows:

Foundation Stage

- Sex and Relationships Education is embedded throughout the Early Years Foundation Stage with the major focus on relationships.

Key Stage 1

- Animals, including humans, move, feed, grow, use their senses and reproduce.
- Recognition and accurate naming of the main external parts of the human body
- Humans can produce offspring and these grow into adults.
- Recognition of the similarities and differences between oneself and others and the treatment of others with sensitivity.

Key Stage 2

- Life processes common to humans include nutrition, growth, and reproduction.
- The main stages of the human lifecycle.

Ofsted-SRE Learning Outcomes

The following statements (taken from 'Sex and Relationships', April 2002, HMI433) are an illustration of learning outcomes for SRE for each Key Stage. They give a basis for planning work to develop knowledge and understanding, values and attitudes and personal skills in SRE. They draw on DfE and other guidance on SRE and reflect elements of the non-statutory framework for PSHE and Citizenship.

By the end of Key Stage 1:

Pupils 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 their feelings.
- Recognise safe and unsafe situations.
- Identify and be able to talk with 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 like and different from others.
- That they have some control over their actions and bodies.
- The names of the main external parts of the body including agreed names for sexual parts.
- Why families are special for caring and sharing.
- The similarities and differences between people.
- How their feelings and actions have an impact on other people

By the end of Key Stage 2

Pupils will be able to:

- Express opinions, for example, about relationships and bullying.
- Listen to, and support others.
- See things from other people's viewpoints, for example, their parents and carers
- 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 that they can trust and who 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 of others.
- Discuss moral issues.
- Listen to, and support, their friends and manage friendship problems.
- Recognise and challenge stereotype, e.g. in relation to gender.
- Recognise the pressure of unwanted physical contact, and know ways of resisting it.

Pupils will understand:

- That life processes common to humans and other animals include growth and reproduction.
- The main stages of the human life cycle.
- Those safe routines that can stop the spread of viruses including HIV.
- The physical changes that can take place during 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 with risky activities.
- About different forms of bullying 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, e.g. second marriages, fostering, extended families and three or more generations living together.

Pupils will have considered:

- The diversity of lifestyles.
- When it is appropriate 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.

4. The role of parents

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 of children at our school, through mutual understanding, trust and cooperation.

To promote this objective, we:

- inform parents about the school's sex education policy and practice;
- answer any questions that parents may have about the sex education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for sex education in the school;
- inform parents 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.

We arrange a meeting for all parents and carers of children in Years 5 and 6 to discuss this particular programme of lessons, to explain what the issues are, and how they are taught, and to see the materials the school uses in its teaching.

Parents cannot withdraw their child from any part of the Science National Curriculum that is dealing with reproduction or related issues. Parents have the right to withdraw their child from the areas of the sex education programme that fall outside the Science National Curriculum. Parents intending to withdraw their child from these sessions should discuss this with the headteacher.

5. [The role of other members of the community](#)

- We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex education programme although teachers are in charge of the programme and delivery of the lessons.

6. [Confidentiality](#)

- 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 Member of Staff for child protection issues about their concerns. The headteacher will then deal with the matter in consultation with health care professionals (see also our policy on Child Protection).

7. [The role of the headteacher](#)

- It is the responsibility of the headteacher to ensure that both staff and parents are informed about our sex education policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach about sex effectively, and handle any difficult issues with sensitivity.
- The headteacher liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework.
- The headteacher monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.

8. [Monitoring and review](#)

- The Curriculum Committee of the governing body monitors the impact of our sex education policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification.
- The Curriculum Committee gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments.
- This policy will be reviewed every two years, or earlier if necessary.

Reviewed and updated on 27/01/2020

To be reviewed on 27/01/2021

Signed

Headteacher

Governor

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