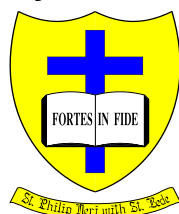


**Diocese of Nottingham  
Working in Partnership With  
The Our Lady of Lourdes Catholic Trust**

**St Philip Neri with St Bede Catholic Voluntary Academy  
Policy Document**



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Sex & Relationship Education (SRE) Policy 2019 - 2020

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Approval

Approved by	Approval Date	Review Date
Head Teacher	November 2019	November 2020

## SEX AND RELATIONSHIP EDUCATION (SRE) POLICY

### SCHOOL MISSION STATEMENT

*"We put Christ at the centre of our lives."*

The whole school community aims to:

1. Following Christ's example at all times and grow in love, awe and wonder of Him.
2. Make everyone aware that through Christ we take our own place in society acknowledging that our actions affect the lives of others.
3. Give everyone the opportunity to develop their full potential within an atmosphere of mutual respect.
4. Ensure that within a balanced and broadly based curriculum everyone will be given the opportunity:
  - To develop enquiring minds, with the ability to question, argue and think rationally and independently.
  - Use number and language effectively.
  - Develop physical abilities and aesthetic appreciation.
  - Acquire knowledge and skills relevant to adult life, society and employment in a fast changing world.
5. Enrich the spiritual life of the individual through a varied and meaningful liturgy.

***"This is what the Lord asks of you: only this, that you act justly, love tenderly and walk humbly with your God" (Micah 6:8)***

## **SEX AND RELATIONSHIP EDUCATION (SRE)**

Mr William Lewis, the Head Teacher at St Philip Neri with St Bede Catholic Voluntary Academy has drawn up this draft policy. It was written with regard to the DfES SRE guidance produced in 2000. It is intended that this draft be presented to a working party representative of the whole school community for consultation and development before being presented to the board of Governors for ratification. The named Governor with a responsibility to oversee policy and programme development, implementation, monitoring and review is Miss Maureen Tunney (Chair).

The SRE coordinators in school are Mr Lewis and Mrs McCay and they have a responsibility for forming a task group to consist of representatives from all areas of the school community who will support the process of policy and programme development, implementation, monitoring and review. It will be their responsibility to ensure that SRE has a whole school approach and to keep the school up-to-date with new resources and support available to us. They will work to ensure that the needs of the community are being met, that pupil and staff have support for SRE related issues and will ensure that links are made with other local schools and the main secondary into which our pupils will feed to ensure that the work done will be as consistent as possible to ensure it compliments that planned in the secondary phase.

### **National Context**

It is a legal requirement that all schools have a Sex and Relationships Education Policy, developed in consultation with the whole-school community. It should describe how a broad programme of SRE will be planned and delivered in the school having regard for the Sex and Relationships Education Guidance Document produced by the DfES in 2000 whilst remaining sensitive to the wishes of the parents and the beliefs of the local community. The learning and Skills Bill 2000 updated and amended the Education Act 1996 and stated that:-

- Local education authorities no longer have any responsibility for sex education in maintained schools; this now rests with the school's governing body and head teacher.
- When pupils receive sex education in schools they should learn about the nature of marriage and its importance for family life and the raising of children. Also pupils are to be protected from teaching materials that would be considered inappropriate when bearing in mind the age, religion and culture of the pupils.
- School governors and head teachers are required to bear the DfES guidance in mind when fulfilling their obligations as outlined in the Education Act 1996.
- When formulating their statement of policy on sex education, the governors and head teachers of a school are now required to include in this policy a statement on the effect a parent's decision to withdraw their child from the school's sex education programme.

It is widely known that the UK has the highest teenage pregnancy rate in Western Europe.

### **School Context and Environment**

Nottingham has the fourth highest teenage pregnancy rate in the UK and is an area known to have very high incidences of sexually transmitted infections many of which are common among young people. Some of these infections if left untreated are known to lead to fertility problems as young people mature.

The school serves the areas of Mansfield, Kirkby in Ashfield and Sutton in Ashfield, which are target areas for the local teenage pregnancy strategy. The school has more than 9% of its pupils receiving free school meals. The community, which it serves, is culturally diverse. Care has been taken to ensure that the policy is sensitive to the needs of the young people and the views of the community by working with the school nurse and representatives of different faith group on any SRE working parties. Strong communication links exist between

the school and community and parents will be invited each year to come into school to learn more about the sex and relationships education programme delivered into school. Specific support being made available to any parents/carers who would either like to support the schools efforts by delivering SRE at home or who wish to withdraw their child from any SRE which falls outside of the science curriculum. All parents/carers will be kept informed of any developments in relation to SRE.

## **Aims**

The aim of sex and relationships education at St Philip Neri with St Bede Catholic Voluntary Academy will be to help and support young people through their physical, emotional, spiritual and moral development and to start to prepare them for the opportunities, responsibilities and experiences of adult life - with the pupils being taught about the nature and importance of stable relationships, family life and bringing up children. There will be no stigmatisation based on home circumstances and the intention behind our approach will not be meant to encourage early sexual experimentation but rather to enable young people to mature, to build up their confidence and self-esteem and develop the skills to keep themselves safe and happy in relationships.

## **Key Objectives**

The key objectives will be to:-

- Impart knowledge;
- Promote loving caring relationships;
- Make young people aware of their rights especially in relation to their bodies;
- Enable the development of social skills and protective behaviours;
- To know and understand the range of religious views, perspectives and practices relating to puberty (including menstruation).

It is the intention that the SRE programme will be based on the needs of the young people being developed in such a way that learning outcomes appropriate to pupil's age, ability, gender and level of maturity and vulnerability will be identified. The curriculum will be firmly embedded within the National Curriculum and be closely linked to PSHE, Citizenship, Science and the National Healthy Schools Standard. Pupils will be helped to understand difference and to respect themselves and others.

At St Philip Neri with St Bede Catholic Voluntary Academy we will strive to meet the needs of all children within SRE. Young people, whatever their gender, developing sexuality, physical or learning ability need to feel that SRE is relevant to them and sensitive to their needs.

## **What is Sex and Relationship Education?**

SRE is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable relationships including marriage, 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 – this would be inappropriate teaching.

It has three main elements:

### **1. Attitudes and Values**

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life, stable and loving relationships including marriage for the nurture of children.
- Learning the value of love, respect and care.

- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

## **2. Personal and Social Skills**

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Learning how to recognise and avoid exploitation and abuse.

## **3. Knowledge and understanding**

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, reproduction, sexual health, emotions and relationships.
- Knowing about puberty and how a baby is born.
- Know about puberty before they experience the onset of physical changes.

## **Inclusion and Support**

There will be no gender bias in SRE. Teachers will plan a variety of activities which will help engage boys as well as girls, matching their different learning styles. Single sex groups may be used to encourage discussion and questions. Ethnicity may affect how children talk to their parents and teachers about sex and relationships. Teachers need to be aware that school may be the main or only source of sex education for some children. Consulting pupils and their families will help establish what is appropriate and acceptable to the school community.

The school will ensure the entitlement of all children to SRE and plan lessons appropriate to pupil's age, ability, maturity and individual circumstance.

Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals.

Children with special educational needs will not be withdrawn from health education for other National Curriculum subjects (unless parents have requested this).

## **The Curriculum**

The SRE curriculum has been developed in consultation with the Diocese. Pupils will be prepared for puberty and introduced to physical change at appropriate ages. Clear parameters are set as to what is taught in a whole class and what is taught on an individual basis.

The onset of menstruation can be alarming for girls if they are not prepared. The SRE programme at St Philip Neri's School aims to prepare pupils for menstruation before physical changes occur.

SRE is supported by the school's wider curriculum for PSHE, SEAL, Citizenship, Health Education and Science (see appendix).

Life skills transferable to SRE are taught through the DARE programme in Year 6.

SRE will compliment the PSHE programme run in school in recognition of the fact that healthy relationships are supported by and can lead to improved emotional health and well-being.

SRE will contribute to the foundation of PSHE and Citizenship by ensuring that all pupils:

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

The SRE curriculum meets National Curriculum Science objectives:

1. a) that life processes are common to humans and other animals nutrition, growth and reproduction.
2. f) about the stages of the human life cycle.

The main resources are 'Journey of Love'.

The curriculum will be evaluated and reviewed by pupils and teachers on a regular basis.

Contraception, sexually transmitted infections, abortion and domestic violence will **not** be part of the planned curriculum at this school but teachers and health professionals may answer individual age appropriate questions and in accordance with the Catholic Diocese guidelines and ethos.

*(see child protection section)*

## **Teaching and Learning**

All teachers will have some responsibility for SRE. The main curriculum will be delivered to pupils in Years 5 and 6. Teaching assistants may support children with SEN. Everyone involved in the teaching of SRE will follow the school policy.

The personal beliefs and attitudes of teachers will not influence the teaching of SRE. Teachers and all those contributing to SRE will work to the agreed values within the policy.

Within SRE, children will develop confidence in talking, listening and thinking about sex and relationships. To achieve this, a number of teaching strategies will be use, including:

- establishing ground rules with pupils;
- using 'distancing' techniques;
- the provision of a 'question box' during each planned session;
- knowing how to deal with unexpected questions or comments from pupils some of which may originate from the 'question box' and are either picked up and dealt with one-to-one, with individual classes or in an open school assemble (*see appendices 'Dealing with children's questions about sex' and 'Common questions asked by children'*);
- using discussion and appropriate materials and role play;
- encouraging reflection;
- see appendix for 'Summary of different teaching approaches'.

## **Dealing with Questions**

Teachers will give pupils the opportunity to ask questions in a variety of ways, including whole class and small group settings as well as through the question box.

Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting. Teachers will use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher will remind pupils of the ground rules and may refer the pupil to other agencies, such as a counsellor, school nurse, help line etc.
- If the teacher doesn't know the answer to a question, the teacher will acknowledge this and may research the question later.
- If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting or raises concerns about sexual abuse the teacher should acknowledge it and promise to attend to it on an individual basis.
- If a question raises concerns about sexual abuse, teachers will follow child protection procedures.

## **Discussion and Project Learning**

For effective SRE pupils will be involved in structured activities through which they can:

- Draw on previous knowledge to develop more understanding.
- Practice their social and personal skills.
- Consider their beliefs and attitudes about different topics.
- Reflect on their new learning.
- Plan and shape future action.

Teachers will use a variety of strategies to promote active learning including small group tasks, discussion, circle time, games, case studies and projects.

## **Reflection**

Reflection will be an important part of SRE both in assemblies and in specific lessons so that pupils can consolidate what they have learned and form new understanding, skills and attitudes.

## **Assessment and Review**

School, class and individual reward procedures will be used to celebrate achievement within SRE. Teachers will use work produced and small group discussions to assess pupil understanding within SRE.

Teachers will use informal assessment to revise future SRE plans.

## **Parents**

The SRE curriculum at St Philip Neri with St Bede Catholic Voluntary Academy has been developed to reflect the parents' wishes and the community it serves. Parents will be routinely consulted and informed about SRE through the school brochure and a letter to parents to explain that in Yrs 5 and 6, work to prepare their young people for puberty will be undertaken. Parents have the right to withdraw their children from all or part of SRE. Parents are given this option through the letter mentioned above which includes a withdrawal form. Parents who wish to withdraw children will be offered advice and support from health professionals. Teachers will plan for children who are withdrawn from SRE lessons.

Parents will be invited to attend an annual SRE meeting, to give them more information about the programme and an opportunity to explore the resources that will be used. It is hoped that this will support them in their role in SRE along with the school. This will take place when their child is in Yr 5 to coincide with the letter above.

## **Confidentiality**

Everyone involved in SRE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers cannot offer or guarantee unconditional confidentiality.

Teachers will discuss confidentiality with pupils and parents, making it clear that teachers cannot offer unconditional confidentiality

**Teachers will reassure pupils that if confidentiality has to be broken, they will be informed first and then supported as appropriate.**

### **Child Protection**

**Teachers will be aware that effective SRE, which brings an understanding of what is and is not acceptable, can lead to disclosure of a child protection issue.**

Everyone involved in SRE will be alert to signs of abuse and report concerns or suspicions as outlined in the child protection. The Head Teacher, who acts as the child protection coordinator, will be informed.

Contraception will not be part of the programme of teaching. There may be rare occasions when a child who is sexually active or contemplating sexual activity directly approaches a teacher. This situation would raise child protection issues and would need to be handled sensitively. The child protection coordinator would be informed.

### **Links to other Policies**

- The SRE curriculum is embedded within the PSHE and Citizenship framework.
- The SRE curriculum covers objectives from the National Science Curriculum.
- The teaching of SRE may raise child protection issues.
- The equal opportunities policy will be followed.
- The behaviour policy will contribute towards ground rules for SRE.
- Health and safety procedures will be followed at all times.

Policies and procedure files are located in the Staffroom, Head's Office and Meeting Room.

### **Dissemination, Monitoring and Review**

SRE policy and curriculum will be reviewed biannually through the working party involving teachers, teaching assistants, governors, parents, the school nurse and pupils on a regular basis.

Teacher assessment will influence SRE planning.

As part of the process of monitoring the curriculum and an audit of the training needs of all staff will be carried out and support and training offered as appropriate.

### **Special Considerations**

If a child at the school commences menstruation they will be encouraged to leave their sanitary protection with the classroom staff for safe keeping. They will then be free to collect this whenever needed and to use toilets where there is provision for sanitary disposal. Where there is a male teacher, female TAs will support the children. The expectation is that parents and teachers will work closely together to ensure that the children are supported as well as they can be.

### **November 2019**



## Appendix A: Summary of Different Teaching Approaches

*[QCA (2005) Sex and relationship education, healthy lifestyles and financial capability, London, Great Britain]*

### Group Work

The ability to work as a member of different groups is fundamental to PSHE.

When planning, teachers should consider the purpose of group work for specific activities to decide whether pupils should work in:

- Single-sex groups or mixed groups
- Groups of mixed ability or selected by ability
- Groups randomly formed or manipulated to make sure that certain pupils do or do not work together
- Small groups (of no more than four or six pupils) or larger groups (with eight or ten)

Should the pupils move from pairs to fours to eights as part of this process?

Fun activities can be used to arrange the groups. The ground rules should include a willingness to work together cooperatively. With older pupils, group members can decide who will make notes, who will report back and who will make sure that everyone has their say. Effective group work gives pupils who do not normally work together the opportunity to do so. In addition, it encourages pupils who are isolated within the class to participate, and provides opportunities for pupils to experience both leadership and membership, and to share responsibility for the outcomes of their group activities.

To help discussion, pupils can be given, or develop for themselves, prompt questions such as:

- What do we (think, feel, believe) about...?
- How can we/will we/should we/do we...?
- Why do we/should we...?
- What if...? What can...? What will...?
- Who can help us with..?
- When do we need to...?

In group discussions, pupils might decide to have a formal process for sharing ideas. For example, they take turns and listen without criticising each other, and they agree not to become attached to their own ideas or suggestions. When an individual puts forward a suggestion, the group takes ownership of it. The group decides whether to accept, modify, radically change or reject the idea. A vote may be taken if necessary to determine the majority view.

This process can:

- Make sure that the group maintains unity of purpose
- Prevent stronger personalities from overriding the wishes of the majority
- Reduce the potential for tension arising from a clash of egos
- Allow less confident group members and more confident or popular group members to feel that they are being listened to equally

## **Jigsaw**

A jigsaw activity is when, after a group discussion or activity, pupils number themselves, for example 1 to 4 if there are four in the group. Then all the number 1s from each group join together, all the number 2s do the same, and so on. Each person then becomes a spokesperson for their original or 'home' group, sharing the results of their discussion with the new group.

To help them feed back to the new group, they can ask their home group questions. For example:

- What are our main points?
- What do we all agree on?
- Where do we differ in our views and ideas?
- Why do our viewpoints differ/
- Could we make up a rule or law to apply to the situation to make it fairer?
- What might be the best outcome for all concerned?

The same approach can be used in reverse for the first stages in a discussion where each member of the home group is allocated an aspect of a project, problem or investigation to research or clarify. They divide into their number groups to discuss their allocated aspect and to share ideas and information. They then return to their home group with the results of these discussions, to put together the whole picture.

## **Role Play**

Role play is not about performance or performing – it is a method through which pupils are able to explore personal and social experience. Role play is used to explore:

- How different people behave, in ways that are perceived to be good or bad
- Different ways of life
- Different beliefs and opinions
- Being of different social standing
- A range of feelings and emotions

The real learning comes not from the role but through reflection on the actions of those whose roles they and others are playing. It is very important for the pupils to think through questions about motives, consequences of actions and effects of circumstance, context and environment. They should consider the attitudes of those whom they are pretending to be, and challenge their own and other's attitudes. Being in role allows pupils to develop empathy and practise skills they will need in real-life situations.

The teacher's role is to help pupils reflect on what they have learnt, for example about themselves, about others and about being sensitive to the needs of others. This can include individuals and groups within the class for whom the issue explored in role play may be personal.

The following questions can be used to support role play or drama. They should be adapted according to the pupil's age and stage of development.

- What could you say to someone in that situation to persuade him or her to act differently?
- How might that action affect other people, family, friends, school and neighbourhood?
- What should happen to people who do that?

- What would happen if everyone behaved like that?
- Who has power and authority in this situation? Was it used wisely in your opinion?
- Who should decide about that? How? Why?
- How far should these people be treated as equal or different (for example with regard to their needs or level of responsibility)?
- How would things be different if...?
- What are the rights and wrongs of the situation?

### **Circle time**

In circle time, pupils sit in a circle to show that they are all equal and that everyone has an equal opportunity to participate and speak. It helps pupils to explore issues of shared concern, develop relationships with each other and experience silence and reflection, and it can create a sense of belonging.

Within agreed ground rules, pupils speak in turn ('a round') in response to prompts or a previously agreed agenda. They listen to each other without interrupting or making judgements. This encourages pupils to talk positively about themselves, affirm their achievements and express their opinions. Circle time helps them work together to resolve individual issues and issues shared by the group.

Circle time should be carried out in an atmosphere of trust, cooperation and mutual respect, and it can incorporate group work and role play. It helps develop communication skills, confidence and individual and group responsibility.

### **Using Photographs**

Photographs are an important stimulus for classroom discussion and should be used in the context of other classroom activities. Photographs from published teacher resources may be used, or from newspapers and magazines where the event to be considered is current. It is important to use good-quality photographs and, where appropriate, to photocopy these for group or whole-class work. The photographs may be used in a variety of contexts. The teacher can either give pupils information to help them understand and interpret what might be happening, or pupils may be left to develop their own scenarios. Pupils can develop enquiry questions to help them explore what is happening in the picture.

For example:

- Who might have taken the photo?
- Why was it taken?
- What might have happened before the photograph was taken?
- What could have happened afterwards?
- What is the bigger story behind the photo?

To develop empathy, pupils can explore the links between their own lives and the events and people in the photographs.

### **Using cameras**

Pupils can take their own photographs, preferably using a digital camera if one is available. They can begin by discussing in groups what to look out for and then take photographs of real situations, for example to represent evidence of playground rules being followed, or of equal opportunities. If a digital camera is used, pupils could be involved in editing the photographs to show, for example, an image to represent 'respecting others' or 'cooperation'. The results can be used to make displays, illustrate school policy documents, and contribute to leaflets or resources for younger pupils.

### **Storytelling**

Storytelling will always have an important place in helping pupils to consider social and moral issues and examine their own responses to situations. In so doing, they will clarify their own attitudes and values, and learn to respect the values of others where they differ from their own.

Storytelling can also be used to develop pupils' moral reasoning and to develop the skill of empathy. Sensitive questioning by the teacher allows pupils to assess the alternatives, make reasoned choices and develop problem-solving skills.

Storytelling can be the basis for circle-time activity and role play. The stories should reflect the lesson objectives and different cultures and times, and should explore real and imaginary events. Pupils should be allowed to make their own choices for stories that cover the themes being explored.

Pupils could use the following questions to discuss fiction.

- Imagine that you are X. What do you think she/he is thinking? What reason would you give for her/his actions?
- Who was affected by that situation? How? How much does it matter?
- What might it feel like to be in that situation?
- Can you think of a similar situation in real life?
- Was X right to do that?
- Why do you think that was right/wrong?
- How far do you think the character's ideas come from her/his religion, culture, family, friends, own thoughts?
- Can you think of other examples from your own experience?
- How far does what we have been thinking about apply to people in general?
- What kind of community do you/we want?

## Activity Weeks

Suspending the timetable for a week and focusing the class or whole school on a single theme, for example health-related activities, the environment or being an effective community member, can be an effective teaching approach. Such events can generate enthusiasm and commitment. They allow pupils to take part in visits, experience the perspective of external agencies and visitors, and work in partnership with parents and other members of the community.

Activity weeks require extensive planning and coordination. However, they allow issues to be explored in-depth and they can bring about changes in the culture of a school, while developing and reinforcing skills in pupils. Each curriculum subject may contribute to the chosen theme. An activity week provides opportunities for pupils to work in mixed-age groups, taking responsibility for their own learning and experiencing both leadership and membership. Some schools plan their activity weeks as residential experiences.

The outcomes may be recorded on video or digital cameras, written up using word-processing or desktop-publishing software for displaying to the school community and parents, or used for assemblies, art work and drama. Pupils' achievements are recognised and celebrated in this way.

Examples of activity days or weeks are included in the booklet *Taking part: developing opportunities for children to participate* (QCA, 2002), which forms part of the citizenship scheme of work material for key stages 1 and 2. It can be downloaded from the 'Taking part' section of the Standards site ([www.standards.dfes.gov.uk/schemes2](http://www.standards.dfes.gov.uk/schemes2)). DfES guidelines on health and safety during educational visits are available from the 'Health and safety' section of the *Teachernet* website ([www.teachernet.gov.uk/wholeschool/](http://www.teachernet.gov.uk/wholeschool/)).