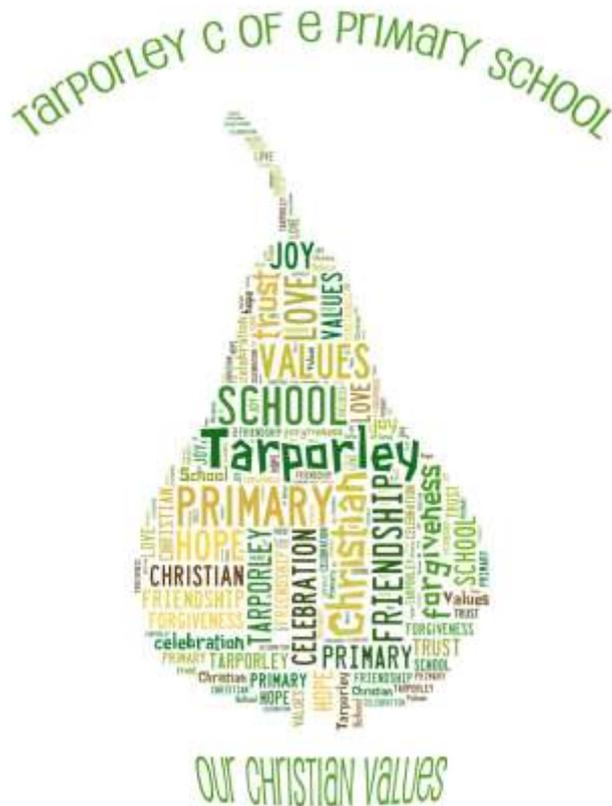


TARPORLEY CE PRIMARY SCHOOL

Tarporley Church of England Primary School is a welcoming and friendly Church school that provides high quality education for children aged 5-11. As a Church school we hold our Christian Values at the heart of everything we do. These are:

LOVE, FRIENDSHIP, TRUST, HOPE, FORGIVENESS, JOY & CELEBRATION



It is very important to us that the children are happy and experience the best education possible. We value strong links and a close partnership between home, church and school and recognise the importance of trust and shared responsibility in education.

Relationships Education, Relationships and Sex Education (RSE) and Health Education

1 Introduction

1.1 Through a positive caring environment, we provide the opportunity for every child to reach their full potential. We embrace Christian values and ensure all children are ready for their next steps. We have based our school's SRE policy on the DfE guidance document Sex and Relationship Education Guidance (ref DfEE 0116/2000). In this document, SRE is defined as 'learning about physical, moral and emotional development. It is about understanding 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'. SRE is part of the personal, social and health education curriculum in our school. While we use SRE to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use SRE as a means of promoting any form of sexual orientation.

2 Aims and objectives

2.1 We teach children about:

- the physical development of their bodies as they grow into adults;
- respect for their own bodies;
- the importance of family life;
- moral questions;
- relationship issues;
- to help and support children through physical, emotional and moral development
- to develop in children the skills and understanding to have the confidence to approach their relationships in a positive way.
- to enable children to move with confidence from childhood through adolescence to adulthood.
- to live confident and healthy lives
- to understand the changes that occur to the human body during puberty
- to understand how a baby is conceived and born.
- to ensure children are aware of personal space and their right to privacy
- respect for the views of other people;
- sex abuse and what they should do if they are worried about any sexual matters.

3 Context

3.1 We teach SRE in the context of the school's aims and values. While SRE in our school means that we give children information about sexual development, we do this with an awareness of the moral code and values which underpin all our work in school. In particular, we teach SRE in the belief that:

- SRE should be taught in the context of marriage and family life;
- SRE is part of a wider social, personal, spiritual and moral education process;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others;
- it is important to build positive relationships with others, involving trust and respect.

4 Organisation

SRE Policy

- 4.1** We teach SRE through different aspects of the curriculum. Under the [National Curriculum](#), the basics of SRE fall within the science curriculum. 'The statutory content requires maintained schools to teach children about human development, including puberty, and reproduction,' says Lucy Emmerson, coordinator of the SRE Forum.
- 4.2** In Year 6 we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty. For example, we tell the boys that their voices will change during puberty and we explain to the girls about menstruation. We encourage the children to ask for help if they need it.
- 4.3** In science lessons in both key stages, we follow national curriculum guidance material for teachers to use. For this aspect of the school's teaching, we follow the national curriculum. In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth. Topics in Science that may fall under the SRE policy are:
- Year 1 – Animals including Humans (Sc1/2.2d identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.)
 - Year 2 – Animals including Humans (Sc2/2.3a notice that animals, including humans, have offspring which grow into adults)
 - Year 3 – Plants (Sc3/2.1d explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.)
 - Year 4 – Living things and their Habitat (Reproduction is named as one of the 7 aspects that makes something a Living thing)
 - Year 5 – Living things and their Habitat (Sc5/2.1b describe the life process of reproduction in some plants and animals.) Animals including Humans (Sc5/2.2a describe the changes as humans develop to old age)
- 4.4** In Year 6 we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children (as stated earlier in this policy).
- 4.5** We write to all parents and carers of children in Year 6 offering them the opportunity to come in to school 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.
- 4.6** Questions raised by pupils are dealt with sensitively and any questions concerning sexually transmitted diseases and contraception are answered appropriately if raised. Inappropriate or explicit questions do not have to be answered directly. Teachers use their own discretion in these situations.

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- 4.7** Homosexuality is discussed at a level appropriate to the age of the children. Children are reminded that 'loving relationships' can be between a man and a woman or people of the same sex. Teachers again use their own discretion in these situations when responding to children's questioning. Children are taught to respect the life choices of others (including their sexuality). Homophobic bullying is discussed at a level appropriate the age of the children.
- 4.8** The portrayal of sex in the media is discussed in Y6. In particular the portrayal of and over sexualisation of women is discussed and the impact this can have on the development young girls as they grow up.
- 4.9** As a school we use the 'No Outsiders' Programme to teach a range of different relationships through beautiful storybooks. Issues addressed include: gender and gender identity, religion, sexual orientation, disability and age.

5 The role of parents

- 5.1** The school is well aware that the primary role in children's SRE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:
- inform parents about the school's SRE policy and practice;
 - answer any questions that parents may have about the SRE of their child;
 - take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for SRE in the school;
 - encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
 - inform parents about the best practice known with regard to SRE, 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 body and their increasing responsibilities.
- 5.2** Parents have the right to withdraw their child from all or part of the SRE programme that we teach in our school, but not from the biological aspects of human growth and reproduction provided under the National Curriculum for science. If a parent wishes their child to be withdrawn from SRE 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 in this regard.

6 The role of other members of the community

- 6.1** 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 SRE programme.

7 Confidentiality

SRE Policy

7.1 Teachers conduct SRE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter 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. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the headteacher. The headteacher will then deal with the matter in consultation with health care professionals (See also Safeguarding Policy.)

8 The role of the headteacher

8.1 It is the responsibility of the headteacher to ensure that both staff and parents are informed about our SRE 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 effectively and handle any difficult issues with sensitivity.

8.2 The headteacher liaises with external agencies regarding the school SRE programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

8.3 The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

9 Monitoring and review

9.1 The full governing body monitors our SRE policy on a three-yearly basis. The Headteacher gives serious consideration to any comments from parents about the SRE programme, and makes a record of all such comments.

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