



St Anthony's School

Policy No: 24 Sex and Relationship Education

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1. Introduction

The Governing Body of St Anthony's School acknowledges both statutory provision and intentionality within Equality; Diversity and Direct Discrimination legislation* culminating in the Equality Act 2010 (effective from 1 October 2010) in drafting and reviewing this school policy. The Governing Body actively seeks to promote policy measures to cease inequality, all forms of discrimination and enhance opportunity and well-being within every aspect of the school's business for pupils, staff, governors and community stakeholders.

1.1 The UK has by far the highest rate of teenage pregnancies in Europe and the evidence suggests that children are becoming sexually active at an earlier age.

Sex and Relationships Education (SRE) is a key aspect of Personal, Social and Health Education at St Anthony's School. As such, it is more than the biology of reproduction, and is taught within the context of caring relationships. The Sex and Relationships Education at primary school forms a foundation for further work in secondary school and the skills and attitudes developed will enable the children to lead healthy lives.

St Anthony's School we have based our SRE policy on the DFES Guidance Document (DFES 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 about the teaching of sex, sexuality and sexual health.

SRE is part of the Personal Social and Health Education curriculum in the school. While we use SRE to inform pupils about sexual issues, we do this with regard to matters of morality and individual responsibility in a way that allows pupils to ask and explore moral questions. We do not use SRE as a means of promoting any form of sexual orientation

1.2 The purpose of teaching SRE is to ensure that pupils learn about issues in a caring and informed way, which dispels any myth they may have acquired.

2. School Policy & Procedures

2.1 Delivering Sex and Relationship Education in Primary

PSHE is taught throughout the school; discretely but also as an integral part of daily school life and across other areas of the curriculum. This equips the students with the knowledge, skills and attitudes necessary for them to talk listen and think about both facts and feelings as they explore issues around how their bodies are changing and developing, sex and relationships.

OUTLINE OF SRE CONTRIBUTIONS TO PSHE PROGRAMME AS COVERED AT St Anthony's PRIMARY SCHOOL

Science

Changes and Reproduction

To be able to recognise the stages of growth and development in humans.

To be able to discuss the stages in the gestation period of humans and compare them to other animals.

To be able to recognise the stages of development during childhood and understand the needs of children at those stages.

To be able to understand the initial changes inside and outside of the body during puberty.

To be able to discuss to the changes that occur during puberty and how they differ for boys and girls.

To be able to understand how the body changes during adulthood and old age.

PSHE

Throughout every unit of PSHE we focus on relationships and managing emotions.

Topics covered in Key Stage One include;

- Growing up.
- Parts of the body – external.
- Differences.
- Stranger Danger.
- Good and bad touches.

Topics covered in Key Stage Two include;

- Relationships – marriage, family and friends.
- Life Cycles – growth and development.
- Birth of a baby.
- Taking responsibility and keeping safe.
- Self-esteem.
- Puberty – body changes, hygiene, menstruation.
- Conception.

Pupils will have opportunities to explore, consider and understand moral dilemmas. They will learn about the importance of self-respect and empathy for others.

CROSS-CURRICULAR LINKS

All curriculum areas make a contribution to SRE. Some subjects make a clear contribution such as Science and PSHE, whilst other subjects make a less obvious but important contribution:

- Literacy – discussion of specific relationships and moral dilemmas
- RE – discussion of family and marriage
- History and Geography – discussion of wider social issues
- Art and Music – discussion of feelings and emotions within relationships
- Whole school assemblies

2.2 Delivering Sex and Relationship Education in Secondary

SRE is taught to all pupils specifically through PSHE but also through other subjects (E.g. Science, ASDAN and PE) where we feel that they contribute significantly to a pupil's knowledge and understanding of their own body and how it is changing and developing.

3. Outline of SRE contribution to PSHE programme as covered at St Anthony's Secondary School

3.1 KS3

Topics covered in Key Stage Three include;

- Self-image.
- Personal values.
- Healthy relationships.
- Marriage and civil partnerships.
- Consent.
- Sexual health.
- Sexually transmitted diseases with a focus on HIV and Aids.
- Domestic Violence and who to contact for support.

3.2 KS4 PSHE/ASDAN

Topics covered in Key Stage Four include;

- Moral questions.
- Relationship issues, including issues of self-esteem and assertiveness.
- Equal opportunity such as same sex families or transgender living.
- Exploring attitudes and emotions.
- Respect for the views of other people.
- Sexual abuse and what they should do if they are worried about any sexual matters.
- Sexual and reproductive biology, including knowledge of HIV and other sexually transmitted diseases.
- Contraception.

Topics may be revisited in order to allow provision for previous absence and different levels of understanding and maturity. Materials and approaches may be adapted to suit students of different learning abilities.

All curriculum areas make a contribution to SRE. Some subjects make a clear contribution such as Science and PSHE, whilst other subjects make a less obvious but important contribution:

- Literacy – discussion of specific relationships and moral dilemmas
- RE – discussion of family and marriage
- History and Geography – discussion of wider social issues
- ASDAN, Art and Music – discussion of feelings and emotions within relationships

4. Parents/Carers and Sex and Relationships Education

We appreciate the sensitivity and concerns some parents/carers may feel towards SRE and therefore we invite parents/carers to borrow the materials we use in school. We believe that for the students to achieve the desired objectives a positive and united relationship must continue to exist between home and school and we would encourage discussion about this area of the curriculum at home.

In promoting this objective we:

- Inform parents/carers about the school's SRE policy and practice.
- Answer any questions that parents/carers have about SRE and their child.
- Take seriously any issues that parents/carers raise with teachers or governors about this policy or the arrangements for SRE in the school.
- Encourage parents/carers to be involved in reviewing the school policy and making modifications as necessary.
- Inform parents/carers about the best practice known with regard to SRE, so that the teaching in school supports the key messages that parents/carers give to children at home.

Parents and carers have the right to withdraw their children from that part of the SRE programme that is delivered through PSHE (though not from those elements taught through science). Parents/carer who wish to withdraw their child from this aspect of SRE should contact the Headteacher to discuss.

5. Differentiation and Special Educational Needs

We recognise that all children will have varied life experiences and a range of feelings and attitudes. Lessons will allow all perceptions to be articulated and all contributions will be valued and respected.

Teachers may need to use different resources, activities or provide specific support depending on the needs of pupils. Teaching points need to be conveyed using language that is accessible to the students.

6. Equal Opportunities

St Anthony's School is committed to working towards equal opportunities in all areas of school life. We aim to avoid stereotyping and believe that pupils' religious beliefs and cultural differences should also be respected.

7. Confidentiality

Teachers should conduct SRE lessons in a sensitive manner and with consideration for the need for confidentiality; but should issues of disclosure regarding inappropriate sexual behaviour/activity arise, then the teacher will take the matter seriously and deal with it as a matter of child safeguarding. In such cases, procedures as laid down in the Safeguarding and Child Protection Policy will be followed.

8. Monitoring and Review

The school Learning and Development Team of the Governing Body monitors the SRE policy on an annual basis. This team reviews and ratifies the policy and informs the full governing body when it has done so. Governors require the Head Teacher to keep a written record of the content and delivery of the SRE programme that is taught at St Anthony's School.

9. Equality Impact Assessment

This policy has been assessed with regards to its relevance to race and diversity equality. As a result of this assessment, this policy has been graded as having a low potential impact.

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