

# WHITLEY CHAPEL C OF E FIRST SCHOOL

## SEX AND RELATIONSHIP POLICY

### School vision

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Our vision is to provide an education of the highest quality within the context of Christian belief and practice in a happy, considerate, safe environment, and to give our pupils space to learn and grow.

“Start children off in the way they should go, and even when they are old they will not turn from it.” Proverbs 22:6

“Seek first the kingdom of God and his righteousness, and all these things will be given to you as well.” Matt 6:33

### Introduction

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Effective sex and relationship education (SRE) is essential if young people are to make responsible and well informed decisions about their lives. It should not be delivered in isolation. It should be firmly rooted within the framework for PSHE and the National Curriculum. The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development.

Whitley Chapel is a Church of England First school with strong links to our local church. We are a small rural school with pupils aged between 3 and 9 years old.

### Overall Aim

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As a school we aim to prepare pupils to be able to cope with the physical and emotional challenges of growing up. In our school, sex and relationships education will contribute to the requirements of the Education Reform Act 1988, i.e.

- Promote spiritual, moral, cultural, mental and physical development of pupils within the school and society.
- Prepare pupils for the opportunities, responsibilities and experiences of adult life.

It is the policy of the governing body of Whitley Chapel C of E First School that when matters of a sexual nature need to be discussed, these are done in a natural and open manner with appropriate discretion. Pupils questions will be answered sensitively with due consideration being given to any particular religious or cultural factors and in relation to the children’s age and level of maturity.

### Roles and Responsibilities

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#### *Governors*

The school’s governing body has overall responsibility for sex and relationships education in the school, plus continued involvement through policy evaluation. A member of the governing body will be given responsibility for monitoring SRE policy.

## ***Headteacher***

The headteacher is responsible for the implementation of the policy and liaising with the governing body, LEA, parents and other appropriate agencies.

## ***Personal, Social, Health Education and Citizenship Co-ordinator***

The co-ordinator, together with the headteacher, has a general responsibility for supporting other members of staff in the implementation of this policy and will also disseminate information and provide INSET relating to SRE.

## ***Parents***

The school recognises that the parents are key figures in helping their children to cope with the emotional and physical aspects of growing up and therefore have more responsibility in preparing them for challenges and responsibilities which sexual maturity brings. Parents are encouraged to support the school's SRE, and have access to this policy.

## ***All Staff***

SRE is a whole school issue. All staff, both teaching and non-teaching, should be aware of this policy and how it relates to them.

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

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The purpose of SRE is to provide knowledge about loving relationships, the nature of sexuality and the process of human reproduction. Alongside this, it should lead to the acquisition of understanding and attitudes which prepare pupils to view their relationships in a responsible and healthy manner. The SRE programme will benefit children, school and society.

SRE has three main elements:

### ***1. Attitudes and values***

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

### **Where, When and How?**

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SRE can be found within the PSHE long term planning grid. (This includes the use of the SRE resource 'Lucinda and Godfrey' which is a progressive scheme spiralling from Reception through to Year 4) as well as within the biological aspects of Science. Most of the time SRE will be delivered within the weekly whole class lesson of PSHE, in the children's own classroom by their teacher. Occasionally an individual child may ask an explicit or difficult question within the classroom. This may be answered individually later. Teachers must use their own skills and discretion in these situations and/or seek support and advice from the PSHE co-ordinator.

SRE should be fully integrated in the school's curriculum and not be isolated and taken out of context or over emphasised.

### **Parental Right of Withdrawal**

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Parents have the right to withdraw their children from all/ parts of the SRE programme provided at school except for those parts included in the statutory N.C Science curriculum. The DFES can offer a standard pack of information for parents who do choose to withdraw their child from SRE.

### **Main Themes**

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The school bases its work in PSHE around 4 themes that are developed throughout Key Stage One and Key Stage Two:

- Developing confidence and responsibility and making the most of pupils' abilities
- Preparing to play an active role as citizens
- Developing good relationships and respecting differences between people
- Developing a healthier, safer lifestyle

In Science the curriculum is planned to enable children to meet a number of key learning objectives:

#### ***Foundation Stage***

- Ourselves
- Life cycles
- Baby animals

## *Key Stage One*

- That the life processes common to humans and other animals include nutrition, growth and reproduction.
- That animals, including humans, move, feed, grow, use their senses and reproduce.
- To recognise and compare the main external parts of the bodies of humans.
- That humans and animals can produce offspring and these grow into adults(life cycles)

## *Key Stage Two*

- To recognise the similarities and differences between themselves and others and to treat others with respect.

## Key Outcomes

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The key outcomes of our SRE policy are in accordance with the guidance offered by DFES Guidance document 1116/2000:

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

## Specific Issues

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- Child Protection

Children have the right to expect schools to provide a safe and secure environment. Teachers need to be aware that the children may bring fears or worries into the classroom that affect SRE and need to develop an understanding of what is and is not acceptable in a relationship. This may lead to a disclosure of a child protection issue.

- Confidentiality

If a member of staff(teaching or non-teaching), suspects there to be child protection issues involving a child or is faced with a disclosure then s/he has a duty to pass this information on to the designated C.P member of staff, and use the procedures set out in the school's C.P policy. Staff need to make pupils aware that they cannot legally give complete confidentiality. This can be tackled by revisiting ground rules at the beginning of each session.

- Health Professionals

When visitors and outside agencies are involved, their contribution must have been planned as part of the overall SRE programme. Their contributions should complement the teaching already taking place in school.

- They can work with and give support to teachers
- They can provide a link to relevant services
- They can inform pupils about using health services in the area

Give pupils confidential support and advice

Health professionals who are involved in delivering SRE programmes are expected to work within the school's SRE policy and at the instruction of the headteacher. However, when they are in their professional role, such as a school nurse in consultation with an individual pupil, they should follow their own professional code of conduct.

- Puberty and Menstruation

Boys and girls need to be prepared for puberty. As Whitley Chapel is a First School, with pupils leaving at 9 years old, we will only plan to prepare them for puberty if the need arises with individual children and with prior consultation with parents. If parents are aware that their child is approaching puberty, or may need access to sanitary products, they will be asked to talk to the child's teacher. When changing for P.E pubescent children will have the option of changing with more privacy.

- Dissemination and implementation

This policy will be given to all members of the governing body, teaching and non-teaching staff. All parents will be invited to read the document and reference copies will be available from the headteacher.