



A place to shine ...

**Let light shine out of darkness and God's light shine in our hearts**  
**2 Corinthians ch4, v6**

### Sex and Relationships policy

Consultation that has taken place	May 2019
Date formally approved by governors	May 2019
Date policy became effective	May 2019
Review date	October 2021
Person responsible for implementation and monitoring	Nicola Johnson
Other relevant policies	PSHE

***'Love is patient and kind; love is not selfish nor quick tempered; love is always supportive, loyal, hopeful and trusting; love never fails; love doesn't keep a record of wrongs that others do'* (Corinthians 13:4-8) Introduction**

SRE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. It is also about the teaching of sex, sexuality and sexual health." DfES Guidance

This policy was developed in response to Sex and Relationship Education Guidance DfES 2000 and the former National Teenage Pregnancy Strategy.

#### **The Consultation Process Has Involved:**

Mindful of the Christian foundation of our school and the diversity of the school community, staff and Governors have considered carefully the issues surrounding the teaching of SRE in line with our Vision, Mission Statement and Core Values.

- Consultation with parents / carers

- Review of SRE curriculum content with staff, pupils and parents /carers
- Consultation, agreement and implementation with, of policy by school governors

## **Aims**

Our aims are for children to;

- Develop confidence in talking, listening and thinking about feelings and relationships and responsibility
- Be informed about relationships, emotions and health
- Develop social skills and a positive attitude to well-being
- Be able to name parts of the body and describe how our bodies work
- Protect themselves
- Respect themselves and others
- Know who to ask for support
- Be prepared to play an active role as citizens
- Develop an understanding of difference and help remove prejudice
- Appreciate the Christian teaching about marriage, understood as a fundamental building block of family life
- Understand that relationships and friendships are an expression of love and an important gift that should be honoured and cherished
- Develop a healthier, safer lifestyle
- Develop good relationships
- Promote forgiveness and reconciliation
- Understand people can change their behaviour
- Understand it is important to work through problem

As a community we;

- recognise that parents and carers are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents/carers and pupils, consulting them about the content of programmes.
- recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals.

## **Objectives**

These aims will be achieved through the following objectives:

- To develop children who feel comfortable and confident in finding out about relationships
- To encourage children to listen to others
- To understand how they change from a baby to a child and ensure they are prepared for changes they will encounter socially, emotionally and physically as they mature into young people
- To teach children about relationships and families
- To give children accurate information
- To teach children about their bodies
- To teach children about hygiene
- To teach children that it is OK to say no and to have their own opinion

- To teach children to respect other peoples opinions
- To offer an environment where children feel safe to seek help

### **SRE in our school**

Sex and relationship education should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and of society and preparing pupils for the opportunities, responsibilities and experiences of adult life.

#### Attitudes and Values

- learning the importance of values and individual conscience and moral considerations;
- learning the value 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; and - developing critical thinking as part of decision-making.

#### 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 and learning how to recognise and avoid exploitation and abuse.

#### Knowledge and Understanding

- learning and understanding physical development at appropriate stages
- understanding human sexuality, reproduction, sexual health, emotions and relationships

### **Christian Beliefs and Values**

These will form the foundation for work in this area within our school. The following list is taken from Care for Education's *Sex and Relationship Education* publication (page 5):

- All people are made in the image of God and are valuable in his sight
- God loves all people
- God created our sexuality, and he intended it to be celebrated and enjoyed within the framework that he established
- God created male and female to be of equal worth.
- God's ideal is for a lifelong marriage commitment
- Marriage is God's intended context for sex and for the raising of children.
- God was pleased with his creation
- Everyone makes mistakes, including sexual ones
- Going against God's ideal has consequences
- God can forgive all wrongdoing
- God allows us to start again
- Forgiveness and reconciliation should characterise all human relationships

## **Organisation and Content of Sex and Relationship Education**

Central Walker Church of England Primary School delivers sex and relationship education through its PSHE Programme, RE and Science lessons at foundation stage, KS1 and KS2.

Much of the sex and relationship education takes place within PSHE lessons. Teachers generally deliver the PSHE curriculum with support from professionals where appropriate. School staff are usually the best people to work with the pupils on many of the SRE topics as they are aware of each pupil's individual circumstances. However visiting professionals and organisations may have a discreet role and responsibility for providing sex and relationships education both informally and formally. Visitors should complement but never substitute or replace planned provision.

SRE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also taught as part of National Curriculum Science. PSHE Programme and Science National Curriculum are taught in every year.

Any SRE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When pupils ask questions, we aim to answer them honestly at an age appropriate level and within the ground rule established at the start of the sessions. If it is felt that answering a specific question would involve information at a level inappropriate to the age and development of the rest of the pupils, the question will be dealt with individually at another time after being referred to a member of the Senior Leadership Team.

More expert or specialist teachers may support staff that are uncomfortable with teaching certain aspects of the SRE curriculum. Support and professional development will be provided for these staff, so that they can develop their confidence in delivering the whole of the SRE programme.

Assessment is carried out at appropriate times and involves teacher, pupil and peer assessment of knowledge and understanding, skills, and attitudes.

### **Teaching methods and approaches:**

A variety of teaching styles are adopted. Organisation for teaching includes individual, small group and whole class work.

### **Educational Framework for the Delivery of Sex and Relationship Education: 4 Key Strands**

#### **(a) Commitment, promise, trust and security**

*The school ethos should be such that school policies and reality should show a commitment to building self-esteem, modelling conflict resolution, protection of the weak, justice and compassion. Mutual respect and trust should be central to all relationships within the school.*

#### **(b) Friendship, Companionship, Nurture, Comfort**

*The school ethos should be such that there is an atmosphere where feelings and good and bad experiences are shared and taken seriously; where values such as forgiveness and love are discussed and lived out; where community activities and group activities are pleasurable and rewarding and participants of all ages are able to enjoy each other's company.*

#### **(c) Children**

*The school ethos should be such that their systems encourage older pupils to help with the learning and play of younger pupils. There should be activities that encourage mixed ages to be actively involved*

together, yet should recognise and affirm the growth and development of pupils and recognise pupil identity and authenticity.

#### **(d) Sex / Physical Relationship**

The school ethos should be such that the school has clear policies on Equal Opportunities and anti-bullying that are adhered to by all the adults in the school community. Good role models are provided for pupils of respectful, sensitive relationships between adults and the same approach is nurtured amongst pupils. Clear guidance is provided on child protection issues.

Christian values are implicit in everything we do and therefore positive, loving relationships exist between the staff and children. These relationships and role models prepare children for relationships they will experience in the future. The behaviour policy deals with negative behaviours and how these should be dealt with in order to promote Christian values.

### **Inclusion**

#### Ethnic, Cultural and Religious Groups

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents /carers to discuss any concerns with the Head teacher.

#### Pupils with Special Needs

We will ensure that all pupils receive sex and relationship education, and we will offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary. Some children with SEN can be more vulnerable than others and may need support in being aware of appropriate behaviours and keeping themselves safe. This support will be discussed with parents as individual needs arise.

#### Sexual Identity and Sexual Orientation

We aim to deal sensitively and honesty with issues of sexual orientation, answer appropriate questions and offer support. Pupils, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

### **Equal Opportunities**

We respect cultural background, gender, ability/disability and special needs ensuring that every pupil is given the appropriate opportunity to participate in all aspects of this subject. All pupils are given equality of opportunity to discuss their work and feel that their contributions are valued.

### **Right of Withdrawal of Pupils from Sex and Relationship Education**

Parent Governors were consulted during the creation of this policy.  
Parents are the key people in;

- Teaching their children about sex and relationships
- Maintaining the culture and ethos of the family
- Helping their children cope with the emotional and physical aspects of growing up □ Preparing them for challenges and responsibilities that sexual maturity brings

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative

arrangements in such cases. Parents are encouraged to discuss any concerns and / or decisions with the Head Teachers or Parent Support Advisor at the earliest opportunity. Parents are welcome to review any SRE resources the school uses.

### **Confidentiality and Safeguarding**

It should be made clear to pupils that all adults in school cannot guarantee absolute confidentiality. This should be made clear when forming the class Ground Rules. Under the Sexual Offences Act, penetrative sex with a child under the age of 13 is classed as rape. A child under 13 is not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under 13 is very serious and should be taken to indicate a risk of significant harm to the child. Cases involving under 13's should always be discussed with the nominated child protection lead.

If a teacher is concerned that a pupil is at risk of sexual abuse, they should follow the school's child protection procedures. There may be rare occasions when a primary school teacher is directly approached by a primary age child who is sexually active or is contemplating sexual activity. This should be viewed as a child protection issue. (DfE Guidance 2000)

Health professionals in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse. The Governors have the statutory responsibility for sex and relationships education (SRE) in this school.

### **Monitoring and Evaluation of Sex and Relationship Education**

PSHE will be treated as a subject and will be involved in a yearly monitoring and evaluation exercise. The Local Governing Committee is responsible for overseeing, reviewing and organising the revision of the sex and relationship education policy and curriculum. Ofsted is required to evaluate and report on personal, spiritual, moral, social and cultural development of pupils. This includes evaluating and commenting on the school's sex and relationship education policy, curriculum and on support and staff development, CPD and delivery.