



Wendron Church of England VA Primary School

Sex and Relationships Education Policy

Created: Mar 08 Amended: Oct 11

Reviewed: Oct 15 Next Review: Oct 17

Sex and relationships education is the right and responsibility of the parent. The school provides sex and relationships education to support parents in fulfilling their responsibility. If parents are not happy with what the school provides in its basic curriculum with regard to sex and relationships education they have a right to withdraw their child/children from those aspects of sex and relationships education not covered by the National Curriculum Science Order.

Defining Sex and Relationships Education (SRE)

It is lifelong learning about physical, moral and emotional development. It is about the understanding of 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. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching. (DfEE Guidance 0116/2000)

The Aims of Sex Education

Based on the above definition the aims of SRE in this school are:

- To enable our pupils to better understand the nature of human relationships;
- To enable pupils to see the importance of stable loving relationships for the bringing up of children;
- To prepare pupils for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood.

In this school SRE has three main elements, all of which are important for a balanced SRE programme:

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



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- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay, including the avoidance of unplanned pregnancy.

Moral dimension

The school recognises that it is a moral body in its own right. As part of the whole curriculum the school seeks to explore issues of right and wrong. The school recognises that SRE is fraught with certain difficulties and whilst it acknowledges different life style choices it promotes a view that stable loving relationships are the best context for sexual relationships and the bringing-up of children.

Content of the schools SRE programme

The content of the schools programme is based on the National Curriculum Science Order and the non-statutory guidance for PSHE/Ct contained in the National Curriculum Handbook for Teachers. Here is a summary of that content as set out in the DfEE's Guidance 0116/2000:

3.3 At primary school level sex and relationship education should contribute to the foundation of PSHE and Citizenship by ensuring that all children:

- 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; and
- are prepared for puberty.

The school recognises that SRE must be taught at both Key Stages. Whenever SRE appears in the school's PSHE/Ct programme in a discrete fashion the class teacher will inform parents about the issues to be covered and seek their support in exploring these issues in the home context.

The delivery of SRE

All teachers are responsible for teaching about and modelling good relationships within school. Much of the general work in school is based on good relationships and in this regard SRE is supported by the school's behaviour management policy. It is also the responsibility of the whole staff to deliver the National Curriculum Science Order according to the Scheme of Work.

Methods of teaching and resourcing

In the delivery of SRE teachers will use a variety of teaching methods and resources. The following are recognised methods for the effective delivery of SRE:

- Discussion
- Drama and role play
- Research and presentation.



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Teachers will also use other teaching methods to enable pupils to learn about SRE which are age appropriate, taking into account the developmental needs of individual pupils. Parents are welcome to discuss with teachers their approach to SRE and the methods of teaching and learning to be used.

The school uses a wide variety of resources, including videos and books. Parents are welcome to view these materials and may borrow them from school to support the sex education of their children in the home context. Resources used by the school are produced for schools by educational publishers and are intended for pupils in the light of best current research into SRE.

Dealing with sensitive issues

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about SRE. The following are protocols for discussion based lessons with pupils:

- no one (teacher or pupil) will have to answer a personal question;
- no one will be forced to take part in a discussion;
- only the correct names for body parts will be used;
- meanings of words will be explained in a sensible and factual way; and
- teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent.

Where a member of staff is concerned that a child protection issue is arising it is his/her responsibility to follow the school's policy in this matter to the letter.

Parental right to withdrawal from SRE

As stated above parents have the right to withdraw their pupils from SRE that falls outside the National Curriculum Science Order. They do so in writing to the Headteacher. When the Headteacher receives such a letter he/she will invite the parents to a meeting, at which the Headteacher will explain clearly what the school's policy is and seek to accommodate the wishes and/or concerns of the parents. If that is not possible the pupil will be withdrawn from SRE and placed in another class where suitable work and supervision will be provided. The right to withdrawal will be made clear in the school's prospectus. A copy of this policy will be made available to all parents who request it at the cost of photocopying or it will be e-mailed to them.

Policy review

The school's governing body forms the SRE policy and it will review this policy every two years from the date below.



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Child Sexual Exploitation

What is Child Sexual Exploitation and what does it mean?

Child Sexual Exploitation is child abuse involving children and young people receiving something, such as attention, affection, gifts, alcohol, drugs or accommodation, as a result of them being coerced into performing sexual activities, or having others perform sexual acts on them. It can occur without physical contact, when children are groomed to post indecent sexual images of themselves on the internet.

Any young person can become a victim of sexual exploitation and many young people, who are being exploited, frequently do not recognise they are being abused. The link between children being sexually exploited and children going missing is a recognised risk factor. Children who go missing may be 'pushed away' following abuse or other factors and/or 'pulled away' because they are being exploited.

What are the possible indicators of sexual exploitation?

It is important for everyone to be aware of possible indicators of exploitation. The lists below are not exhaustive, but contain warning signs and typical vulnerability factors.

- Missing from home or care and / or absent from school
- Involvement in offending
- Drug or alcohol misuse
- Repeat Sexually Transmitted Infections (STIs), pregnancies and terminations
- Poor mental health, self harm and / or thoughts or attempts at suicide
- Receipt of gifts from unknown sources
- Changes in physical appearance and / or physical injuries
- Evidence of sexual bullying and / or vulnerability through the internet and / or social networking sites
- Estranged from their family
- Recruiting others into exploitative situations

The following are typical vulnerability factors in young people; remember though that young people from any background may become victims of sexual exploitation

- Living in a chaotic or dysfunctional household (including parental substance abuse, domestic abuse, criminality etc)
- History of abuse
- Recent bereavement or loss
- Gang association (either through relatives, peers or intimate relationships)
- Learning disabilities
- Associating with other young people who are victims of CSE
- Uncertainty about their sexual orientation or identity and/or unable to disclose this to their families



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- Living in residential care
- Lack of friends from the same age group
- Homeless or living in a hostel, B&B or a foyer
- Low self esteem or confidence

If you are a parent or carer, please have a look at the information listed below, which provides you with more information about what you can do to protect your child and who to contact if you have concerns.

If you are a professional working with children and young people, you can find out more information by following the links below.

Leaflets

- [Information For Parents And Carers](#)
- [Information For Professionals](#)
- [Leaflet For Parents And Carers](#)
- [Leaflet For Professionals](#)
- [Leaflet For Young People](#)
- [Sexting In Schools Advice And Support Around Self Generated Images](#)
- [What To Do If You Suspect A Child Is Being Sexually Abused Step By Step Guide For Professionals](#)

Useful documents

- [Child Sexual Exploitations Myth Vs Reality](#)
- [If Only Someone Had Listened OCC Inquiry Inot Child Sexual Exploitation In Gangs And Groups](#)
- [Independent Inquiry Into Child Sexual Exploitation In Rotherham](#)
- [South West Peninsula Child Sexual Exploitation Strategy 2015 16](#)
- [Tackling Child Sexual Exploitation A Resource For Pack For Councils](#)
- [The Sexual Exploitation Of Children It Couldnt Happen Here Could It](#)

Useful websites

- [Barnardos](#)
- [CEOP Command](#) (formerly the Child Exploitation and Online Protection Centre)
- [National Crime Agency \(NCA\)](#)
- [National Society for the Prevention of Cruelty to Children \(NSPCC\)](#)
- [Parents Against Child Sexual Exploitation \(PACE\)](#)

Our Commitment to Tackling Sexual Exploitation

Safeguarding children and young people from sexual exploitation is a key priority for Cornwall and the Isles of Scilly Safeguarding Children Board. The four Local Safeguarding Children Boards in Cornwall and Devon (Cornwall and the Isles of Scilly, Devon, Torbay and Plymouth) have agreed the South West Peninsula Child



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Sexual Exploitation Strategy and Protocol. The Protocol is designed to support effective collaborative safeguarding responses from all agencies when a child / young person is at risk of, or is, being sexually exploited. The protocol should be used in conjunction with the South West Child Protection Procedures.

Cornwall the Isles of Scilly has a Missing and Child Sexual Exploitation Sub-Group that reports to the Safeguarding Children Board and three Multi-Agency Operational Forums where information is shared regarding adults of concern, locations of interest, unusual activity at an address or when there are concerns that a young person is being exploited.

MONITORING AND EVALUATION

This policy and its effectiveness will be reviewed by the Headteacher and the Governing Body.

Policy written by:

Headteacher: Mr Richard Lawrence

On behalf of Governors:

Date: