



Sex & Relationships Education Policy

2017 Edition

Sex and Relationships Education Policy (SRE)

Introduction

1.1 We have based our school's sex and relationships education policy on the DfEE guidance document Sex and Relationship Education Guidance (ref DfEE 0116/2000). In this document, sex and relationships education 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'. Sex and relationships education is part of the personal, social and health education curriculum in our school. While we use sex and relationships education 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.

1.2 Links to our school aims :

- To enable the child to realise his/her potential through the acquisition and development of the necessary skills, concepts and knowledge.
- To foster the intellectual, physical, aesthetic, spiritual, emotional, moral and social development of each child.

1.3 Consistent with the statutory Church School Ethos Statement, sex and relationships education is based upon the premise that all life is from God and we are created in the image of God. We are called to love, as God is love. The Christian values of trust, honesty, forgiveness and loving and caring for one another are lived out in a church school's everyday life. Pupils' personal, social, health and emotional development are all promoted in the supportive Christian ethos of a church school, where all are respected, valued and encouraged.

It is in the context of the absolute value of all persons, and the infinite love of God, that SRE should be taught in Church Schools.

Aims and objectives of Sex and relationships education

2.1 We teach children about:

- the physical development of their bodies as they grow into adults;
- the way humans reproduce;
- respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
- the importance of family life;
- moral questions;
- relationship issues;
- sex abuse and what they should do if they are worried about any sexual matters.

Context

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

- sex and relationships education should be taught in the context of marriage and family life;
- sex and relationships education 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, and be aware of the consequences of sexual activity;

- it is important to build positive relationships with others, involving trust and respect;
- children need to learn the importance of self-control;
- sex and relationships education should be based on inclusive Christian principles and values, emphasising respect, compassion, loving care and forgiveness;
- sex and relationships education should be sensitive to the circumstances of all children and be mindful of the variety of expressions of family life in our culture, yet it should also uphold the Christian values regarding relationships and marriage;
- the exploration of reproduction and sexual behaviour within the Science curriculum should stand alongside the exploration of relationships, values and morals and Christian belief.

3.2 Sex and relationships education helps to answer concerns and corrects misunderstandings that children may have gained from the media and their peers. This is done through direct teaching and also through question and answer sessions which are often led by the children and so address issues of interest to them. It allows them to develop confidence to talk, listen and think about their feelings and relationships and provides an opportunity for them to do this.

It also helps an understanding of diversity regarding religion, culture and sexual orientation. As a school we work to reduce intolerance and discrimination including reducing homophobia. Same-sex relationships may be discussed and explained as a preference for some couples but are placed within the context of relationships as a whole (see 3.1).

The Healthy Schools Programme

4.1 As a Healthy School we:

- consult, where appropriate with parents on all matters of health education policy;
- have adopted a suitable scheme of work from the LA which we have modified for our particular setting;
- listen to the views of the children in our school regarding sex and relationships education;
- look positively at any local initiatives that support us in providing the best sex and relationships education teaching programme that we can devise.

Organisation

5.1 We teach sex and relationships education through different aspects of the curriculum. While we carry out the main sex and relationships education teaching in our personal, social and health education (PSHE) curriculum, we also teach some sex and relationships education through other subject areas (for example, science and PE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

5.2 In PSHE 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.

5.3 In KS1 in PSHE lessons, age appropriate discussions are encouraged about body changes from birth, including naming body parts. Consistent vocabulary is used across the school. In KS2 puberty and how babies are born are covered. We follow the Cambridgeshire Primary Personal Development Programme and guidance materials. Children learn to appreciate the differences between people and how to show respect for others.

5.4 Throughout both key stages children are encouraged to be aware of the importance of health education. We liaise with the PSHE Service and Local Health Authority about suitable teaching materials to use with our children in these lessons. Teachers do their best to answer questions with sensitivity and care. Teachers use their professional judgement as to whether to answer questions in front of the whole class, individually or to refer them home.

We acknowledge that sensitive and potentially difficult issues will arise in SRE as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for SRE. As a first principle we will answer questions relating to the taught planned curriculum for that age group to the whole class. We will answer questions relating to areas beyond the taught planned curriculum for that age group, in a sensitive and age appropriate way only to the child or children who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it they will seek guidance from the PSHE leader.

When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged.

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).

- 5.5** We will inform all parents and carers each year of the programme of lessons and arrange meetings as appropriate in order to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching.

The role of parents

- 6.1** The school is well aware that the primary role in children's sex and relationships education 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 sex and relationships education policy and practice;
- answer any questions that parents may have about the sex and relationships education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex and relationships education in the school;
- inform parents about the best practice known with regard to sex and relationships education, 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.

- 6.2** Parents have the right to withdraw their children from SRE provided outside National Curriculum Science that we teach in our school. If a parent wishes their child to be withdrawn from sex and relationships education 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.

The role of other members of the community

- 7.1** We may call on 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 our school nurse and other health professionals, give us valuable support with our sex and relationships education programme. Other people that we call on include local clergy, social workers and youth workers. Members of the PSHE Service staff are also able to offer advice to school staff.

Confidentiality

- 8.1** Teachers conduct sex and relationships education 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 Child Protection Policy.)

The role of the Governors and Headteacher

- 9.1** Governors have direct responsibility for the SRE Policy.
It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our sex and relationships education 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.
- 9.2** The Headteacher liaises with external agencies regarding the school sex and relationships education 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.
- 9.3** The Headteacher monitors this policy on a regular basis and reports to Governors, when requested, on the effectiveness of the policy.

Monitoring and review

- 10.1** The Curriculum Committee of the Governing Body monitors our sex and relationships education policy on an annual basis. This Committee reports its findings and recommendations to the full Local Governing Body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the sex and relationships education programme, and makes a record of all such comments. Governors require the Headteacher to keep a written record, giving details of the content and delivery of the sex and relationships education programme that we teach in our school.
- 10.2** This Policy was approved: February 2017
- 10.3** This Policy will be reviewed in Spring 2018