

Sex and Relationship Education Policy

Committee Name:	Achievement and Standards Committee
Date of Approval:	February 2016
Validity Date:	2016-2019
Person responsible:	Head Teacher

This policy was scheduled for re-approval in February 2018. This has been delayed whilst the school and Governors await more details from the Health Education Service regarding resources they have for teaching SRE. In addition there is a Government consultation open at the moment regarding teaching of this subject <https://consult.education.gov.uk/life-skills/pshe-rse-call-for-evidence/>

The Policy will be re-approved once all of this information has been collated and discussed.

‘Together we live and grow in the love of Jesus Christ’

St Saviour's C. of E. Primary School was founded by and is part of the London Diocesan Board for Schools (LDBS). The school is to be conducted as a Church of England school in accordance with Canon Law and the teachings of the Anglican Church and in accordance with the Diocese of London. At all times, the school is to serve as a witness for the Christian Faith in Our Lord Jesus Christ. Through the children's behaviour we expect the children to follow the school's vision of 'Together we live and grow in the love of Jesus Christ.' They can achieve this by thinking about and using our school values (the Fruit of the Spirit) to guide them.

Policy development & consultation

Policy written by SMT, Health Education Services and staff of St Saviour's C.E Primary School. This Policy works alongside the Child Protection Policy, Safeguarding Policy, Behaviour Policy and Anti- Bullying Policy.

Introduction

Our school's policy on sex and relationship education is based on the DfE document Sex and Relationship Education Guidance (DfE 0116/2000). We recognise Sex and Relationship Education as the policy's full title, but for brevity's sake we will refer in the rest of this policy simply to 'SRE'.

From September 2014, SRE will no longer be a statutory requirement and does not feature on the revised National Curriculum (September 2014) until Key Stage Three. However, we believe that this part of our children's education is extremely important for their future health and understanding of their own body. Therefore the school will continue to teach SRE in the way it has over the past few years.

Definition of SRE

The DfE define Sex Education as 'learning about physical, moral and emotional development'. The guidance states, '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'. It is not about the promotion of sexual orientation or sexual activity, this would be inappropriate teaching.

Moral and Value Framework

Sex education is part of the school's personal, social and health education (PSHE) curriculum in our school. When we inform our pupils through sex education about sexual issues, we do this with regard to morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We strive at all times to achieve a Christian ethos.

Equal opportunities

It is intended that the school's SRE policy and programme will reflect the ethos of the school, by providing a secure, inclusive, non judgmental environment in which to learn. Therefore no child or family will be discriminated on grounds of race, gender, health, ability or sexuality. The policy and content will comply with LEA and government guidance. **We are currently reviewing the curriculum and programme of study we shall be offering with the children (March 2019) and working with the Health Education Partnership of Westminster to support us with this.**

Aims and objectives

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;
- ❖ Respect for the views of other people;
- ❖ What they should do if they are worried about any sexual matters.

Context

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

- ❖ Sex should be taught about in the context of marriage and family life;
- ❖ Sex education is part of a wider process of social, personal, spiritual and moral education;
- ❖ 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;

The National Healthy School Standard

We have achieved Healthy Schools Enhanced Status (2013), which promotes health education. To achieve this award we:

- ❖ Consult with parents on all matters of this policy
- ❖ Train all appropriate teachers to teach about sex
- ❖ Listen to the views of the children in our school regarding sex education
- ❖ Look positively at any local initiatives that support us in providing the best sex education programme that we can devise.

The school is investigating options to re-apply for this award (March 2019).

Organisation

We teach about SRE through different aspects of the curriculum. While we carry out the main sex education in our personal, social and health education (PSHE) curriculum, we also do some sex education through other subject areas (for example, science) which we believe contribute significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing. The topics which are covered by the science curriculum are statutory. We use various ways of teaching SRE such as circle time, assemblies, small group lessons, single sex groups and whole class.

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 the children what will happen to their bodies during puberty. For example, we teach the children that boys' voices will change during puberty, and we explain menstruation to girls. We encourage the children to ask for help if they need it.

Throughout the school the children are taught about the importance of keeping their bodies safe and what acceptable and unacceptable behavior is. We also regularly highlight the importance of talking to a member of staff or Listening Partner if someone makes you feel uncomfortable. Please see Child Protection and Health and Safety Policy for more information.

In science lessons, in all key stages, teachers inform children about puberty and how a baby is born. For this aspect of our teaching we follow the guidance material in the national scheme of work for science.

- ❖ In the EYFS we teach about how animals and people grow from babies into adults. Children learn about parts of the body and changes that occur. Children learn to show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
- ❖ In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the fact that people are not all the same, and that we need to respect each other.
- ❖ In Key Stage 2 we teach about life processes, and the main stages of the human life cycle, [including puberty] in greater depth.
- ❖ Year 3/4 basic introduction to the way human bodies change through the human life cycle.
- ❖ Year 5 human lifecycles including reproduction, dealing with peer pressure
- ❖ Year 6 focus on puberty and introduce reproduction. Teach the children they have a choice whether or not to become sexually active, the legal age of consent and develop strategies for dealing with peer pressure,

Staff will answer questions about SRE in a simple, sensitive and honest way.

Guidelines for teaching discreet SRE

It is important that both staff and children feel safe and comfortable during SRE lessons, therefore circle time rules will be used

Additional rules include:

No personal questions of each other or staff

Some teachers may choose to just use a question box rather than a question and answer session. This will be made clear to children from the start.

Resources

We will be using the Cambridgeshire Scheme of Work. **This is subject to change with new Government guidelines and a whole school approach to relationships education.**

To support our teaching we will use the SEAL project and support/resources given by our school nurse.

Specific issues

Provision for pupils reaching puberty

Supplies of sanitary protection will be available in the School Office and Deputy Head Teacher's Office. Children will be able to speak to any member of staff they feel comfortable with to access supplies. All male teachers refer to a female member of staff. A sanitary disposal unit is available in the KS2 toilets.

Questions

The school aims to support and encourage children in asking for help therefore all questions will be answered appropriately within the following framework

- ❖ Question boxes will be used within SRE lessons
- ❖ Correct and appropriate terminology will be used. The use of correct terminology will be encouraged throughout school
- ❖ It is inappropriate for the teachers and children to answer personal questions
- ❖ Staff are encouraged to answer all questions but will use their professional judgment to decide whether an appropriate response should be given in a whole class situation or referred to home or head teacher.
- ❖ In support of our equal opportunities policy staff will challenge discrimination and stereotyping.
- ❖ Staff will support children to understand that people hold different points of view and that there is not always one clear and correct answer.

The role of parents

The school is well aware that the primary role in children's sex education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation.

To promote this objective we:

- ❖ Inform parents about the school's sex education policy and practice;
- ❖ Answer any questions that parents may have about the sex education of their child;
- ❖ Take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for sex education in the school;
- ❖ Inform parents about the best practice known with regard to sex education, so that the teaching at home supports the key messages that we teach the children at school.
- ❖ We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.
- ❖ Parents have the right to withdraw their child from the elements of our SRE programme that deal with relationships. All other aspects of sex education are, however, compulsory by law.

The role of other members of the community

We encourage 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 the School Nurse and other health professionals, give us valuable support with our sex education programme.

Confidentiality

Teachers conduct sex education lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference 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. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns. The head teacher will then deal with the matter in consultation with health care professionals (see also our policy on Child Protection, Drugs and Behaviour Policies).

All Staff have received annual training on Safeguarding and Child Protection. In addition, there have been several INSET sessions on PREVENT with particular reference to anti-radicalisation and Female Genital Mutilation (FGM). If a child discloses anything that alerts the Designated Teacher to a problem in this area, she will contact the LA LADO, Jane Foster (Tel: 020 7641 6108, Email: jfoster1@westminster.gov.uk), and Tri-Borough Child Protection Lead, Hilary Shaw (Tel: 020 7598 4876, Mobile: 07817 365 519, Email: Hilary.Shaw@rbkc.gov.uk), for further advice.

The role of the head teacher

It is the responsibility of the head teacher to ensure that both staff and parents are informed about our sex education policy, and that the policy is implemented effectively. It is also the head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach about sex effectively, and handle any difficult issues with sensitivity.

The head teacher liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework. The head teacher monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.

Monitoring and review

The Achievement and Standards Committee monitors the impact of our sex education policy on a bi-annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification.