



St Francis Church of England Voluntary Aided Primary School

Sex and Relationships Education Policy

Policy drawn up by PSHE Co-ordinator
agreed by SMT
ratified by Curriculum Committee of Governors

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V1.0	March 2007	Policy Adopted
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Policy Statement

Our School vision states that, 'all children are a gift from God. That they are all special and should be allowed to develop and grow in a nurturing environment secure in the knowledge that they are cherished.' In addition we believe that children should be 'equipped to take their next steps in the journey of life.'

With this vision in mind, this policy has been developed to support children's understanding and confidence with their personal physical, moral and emotional development as well as their development in the context of relationships.

Furthermore, it is a legal requirement for schools to provide sex and relationship education as stated in various Education Acts (Education Act, 1993, Education Reform Act, 1998) as well as, Sex and Relationships Education Guidance, 2000 (DfEE). This School's SRE Policy is based on the DCFF's Sex and Relationships Education Guidance.

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1. Introduction

In this document, sex and relationship education (SRE)¹ 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 how humans reproduce. SRE is part of the personal, social and health education curriculum (PSHE)² in our school. We teach within a framework of Christian values and the Christian understanding that sex is a gift of God as part of creation and that human existence has been given value and status through the incarnation of Jesus. While we use SRE 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. Discussions reflect the age and maturity of the children. We do not use SRE as a means of promoting any form of sexual orientation and SRE is taught to ensure there is no stigmatization of children based on their family or home circumstances.

2. 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;
- sex abuse and what they should do if they are worried about any sexual matters.

3. Context

We teach SRE in the context of the school’s aims and values framework as outlined in the statement above. SRE 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 SRE in the belief that:

- SRE should be taught in the context of marriage and family life and be sensitive to the variety of expressions of family life in our culture;
- SRE is part of a wider social, personal, spiritual and moral education process;
- children should be taught to have respect for their own bodies and those of others and reflect the absolute worth of all people in the eyes of god;
- 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 the Christian principles of trust, compassion, loving care, forgiveness and respect;
- Children need to learn the importance of self-control.

¹ Sex and Relationship Education will be referred to as SRE

² Personal, Social and Health Education will be referred to as PSHE

4. The National Healthy School Standard

We are participants in the National Healthy School Standard scheme, which promotes health education. As participants in this scheme we:

- consult with parents on all matters of health education policy;
- train all our teachers to teach SRE;
- listen to the views of the children in our school regarding SRE;
- Look positively at any local initiatives that support us in providing the best SRE teaching programme that we can devise.

5. Organisation

We teach SRE through different aspects of the curriculum. While we carry out the main SRE teaching in our PSHE curriculum, we also teach some SRE 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.

In PSHE we teach children about relationships, and we encourage children to discuss issues. For example, through the SEAL materials (Social and Emotional Aspects of Learning) as well as the Values pack, during circle time and as part of our whole school themes. The Values pack is produced by the Bristol Diocese and contains resources and teaching ideas to promote the development of human and Christian values such as trust, friendship, and kindness.

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, in upper key stage 2 both boys and girls are taught that boys' voices will change during puberty and explain to both boys and girls about menstruation. We encourage the children to ask questions or for help if they need it.

In science lessons, in both key stages, teachers inform children about puberty and how a baby is born. For this aspect of the school's teaching, we follow the guidance material in the national scheme of work for science. 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 differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

Towards the end of Key Stage 2, we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons. 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.

Throughout the school, teachers will do their best to answer all questions with sensitivity and care. However, teachers will use their professional judgement as to whether to answer a question or refer the child to their parents or carers for answers and discussion.

Appendix 1 for more detailed outline of the PSHE curriculum

Appendix 2 for ideas for delivering SRE

6. Partnership with parents

We are well aware that the primary role in children's SRE lies with parents and carers. Pupils learn more about marriage and relationships from their own homes than they do anywhere else. The ordinary, everyday working out of long term commitment, will give them a sound template to work from.

As part of our daily practice, we consider the home / school partnership to be paramount for the success of the children to be good citizens. We seek 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 SRE policy and practice;
- answer any questions that parents may have about the SRE of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for SRE in the school;
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- Inform parents about the best practice known with regard to SRE, 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.
- Before specific units of work, parents will be informed and provided with more detailed information about what will be covered, so that they can support their children

Parents have the right to withdraw their child from all or part of the SRE programme that we teach in our school. If a parent wishes their child to be withdrawn from SRE 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 Science Curriculum at Key Stage 2 covers the main stages of the human life-cycle, and life processes, including reproduction, that are common to living organisms. Parents may not withdraw their child from this teaching and learning.

7. Partnership with 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 SRE programme. Other people that we may call on include local clergy, social workers and youth workers. Other visitors are used to support the delivery of the curriculum such as drama groups, the Life Education bus as well as visitors detailed in the Healthy Schools Alliance Folder.

8. Confidentiality

Teachers conduct sex and relationship 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, always with another adult present, in a quiet space. If the teacher has concerns, they will draw their concerns

to the attention of the Headteacher. The Headteacher, who is also the Child Protection Officer, will then deal with the matter in consultation with health care professionals. (See also Child Protection Policy.)

9. Special Educational Needs

We recognise the importance of all children receiving sex and relationships education. To enable all children to access this curriculum, appropriate teaching and learning strategies will be used to suit the learning needs of all the children. Please refer to the Special educational needs policy for more guidance.

10. The responsibility of the governors

The accountability for the implementation of the Sex and Relationship Education Policy lies with the governing body of the school. The governors recognise the need for the school to provide a coherent, well-balanced programme of SRE which reflects the age and maturity of the pupils and the particular needs of both boys and girls. Parents are regarded as partners in the delivery of sex and relationship education and they will be consulted and kept fully informed about the programme. Management of the policy will be by the headteacher and the curriculum sub-committee of the governing body.

11. The role of the Headteacher

It is the responsibility of the headteacher to ensure that both staff and parents are informed about our SRE 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. The headteacher also manages the requests to withdraw children from SRE. In addition the headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

12. The role of the PSHE Coordinator

The PSHE Coordinator liaises with external agencies regarding the school SRE 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. Furthermore, the PSHE coordinator will:

- Provide or lead training for staff.
- Ensure appropriate guidance for is available for parents to view as requested.
- Liaise with PSHE Link governor to monitor and review policy and practice.
- Ensure Curriculum is progressive and resources are available and appropriate.
- The PSHE coordinator monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

13. Monitoring and review

The Curriculum Sub-Committee of the governing body monitors our SRE policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the SRE 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 SRE programme that we teach in our school.

14. Resources

Living and Growing materials – Channel 4

Swindon Resources File – ideas and resources from a range of sources

SEAL materials

Values Pack

QCA Unit plans

Love and Sex Matters (resources published by the diocese)