



Sex & Relationship Policy

“Sex and Relationships Education 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.” *SRE Guidance – DfEE 2000*

In line with legal requirements (Education Act 1996, Learning and Skills Act 2000) the governors at Linby-cum-Papplewick Primary have overseen the production and development of an SRE policy. This will be made available to parents and we will deliver an SRE programme in addition to the statutory Science Curriculum.

Context

All SRE in a Church of England school should be set in a context which is consistent with the school’s Christian ethos and values:

- SRE should be based on inclusive Christian principles and values, emphasising respect, compassion, loving care and forgiveness
- SRE should be taught in the light of the belief in the absolute worth of all people and the unconditional infinite love of God
- SRE should reflect that sex is a gift from God as part of creation: a human longing for an intimate union
- SRE 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
- Issues regarding human sexuality should be addressed sensitively
- The exploration of reproduction and sexual behaviour within the science curriculum should stand alongside the exploration of relationships, values and morals and Christian belief

Whilst pupils are given the opportunity to explore their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions, this is exercised within an understanding of the right of people to hold their own views within a framework of respect for others.

Aims and Objectives

Aim:

Whilst we use sex 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. Sensitivity and respect should be shown to all children when teaching about personal relationships and sex education and SRE should be taught in a way to ensure that there is no stigmatization of children based on their home/personal circumstances.

It is our desire to deliver RSE (Relationship and Sex Education) built on a solid Christian foundation. We believe that within this framework sex, sexuality and sexual health will be taught in the truest and healthiest context of relationship.

We are teaching SRE because we want to nurture children to have good self-esteem and to value and respect others. We want to equip them with the knowledge, skills and attitudes that enable them to move into adulthood with confidence and self worth. As a church school we want them to be prepared to maintain and establish positive and fulfilling relationships based on the Christian principles of love and grace. We aim to give the children an understanding that creating and nurturing life is a God given gift and responsibility. This is best within the context of positive family life and in a stable and loving marriage. At the same time we recognise that special care must be given to the way in which teaching and learning is presented in order to give due recognition to the diversity of family circumstances to avoid causing personal hurt.

Objectives:

- To develop an awareness of the importance of relationships, relationship issues and enable children to practice skills that will help them to form, build and maintain positive relationships.
- To provide factual information on human reproduction and birth, built on a foundation of wonder and appreciation of the amazing process of creation in all its forms.
- To encourage respect for difference and diversity
- To prepare young people for the physical and emotional changes associated with puberty
- To provide a positive and honest view of sex and sexuality and support sexual self-acceptance within the recognition that we are accepted, loved and valued by God.
- To ensure that all young people know who can support them and how to access this support
- To work in partnership with, and support the role of parents
- To model positive relationships throughout the school

- To actively challenge stereotypes and prejudice and give children the skills to critically analyse media messages
- To give opportunities for pupils to develop and practice decision-making skills with regard to the range of moral questions, relationship issues and possible consequences
- To promote, and encourage children to make, healthy lifestyle choices
- To use agreed terminology to discuss sexual body parts and processes associated with puberty and reproduction, throughout the school
- To teach about respect for their own bodies and the importance of sexual activity as part of a committed , long term and loving relationship
- To teach about the importance of marriage and family life
- To teach about moral questions

Moral and Values Framework

Through the SRE curriculum, both formal and informal, and the modelling of positive relationships throughout the school, Linby-cum-Papplewick Primary aims to promote and foster the school's agreed set of morals and values.

This school's value framework falls within the umbrella of the Mission statement. All issues arising from sex education should be addressed having due regard to the following value framework. This should not in any way prevent the pupils from being given every opportunity to discuss their own ideas and a range of views held by others to enable them to develop a range of attitudes and to locate their own attitudes within that range.

Teachers need to be aware of their own values and attitudes in relation to any issues and consider the way they may effect the management of discussion with the children to ensure it is consistent with the school's value framework.

- Everyone has a right to express their views and be listened to
- Everyone in the school should behave in a way that shows care, consideration and respect for themselves, other people and things, and the environment
- Everyone has responsibility for their own actions
- All members of the school community are equally valued
- Disputes and disagreements will be resolved peacefully
- The diversity of individuals, families and relationships will be accepted and respected
- Love, commitment, trust, loyalty, respect are important for close relationships
- Stable family life is important
- While we recognize that marriages breakdown, as a Church school we should advocate the sanctity of marriage and that marriage is a commitment for life
- As far as sexual activity is concerned it is essential not to promote promiscuity and to stress the importance of personal respect for

partners in a positive, caring relationship and as a Church school we should emphasise that ideally sexual relationships should take place within a marriage

- Parenthood holds many responsibilities
- The body is a gift to be cherished, not abused and everyone should have respect for their own & others body
- A healthy lifestyle is very important.
- The sanctity of marriage is an important belief in Christian teaching and practise
- Children should learn the significance of marriage and families as key building blocks of community and society
- Sex education includes learning about physical and emotional development
- Children will be taught the cultural and religious differences about matters of sexuality
- Sex education is part of a wider social, personal, spiritual and moral education process
- Children should be made aware of the way in which advertising and the media influences their views about sexuality
- Children should be made more aware of the spiritual dimensions and joys of intimacy
- Children should be taught to have respect for their own and other people's bodies
- Children should learn about their responsibilities to others, and be aware of the consequences of sexual activity
- Children should learn that some people choose not to engage in sexual activity and that this should be respected and valued as a response to the gift of faith
- Children should be taught to understand the power of sexual desire and to exercise self-control
- Children need to learn the importance of protecting themselves from unwelcome, unsafe and uncomfortable attention and/or contact
- Children should be made aware of God's forgiveness and that there is always a way back
- Children need to learn how to keep themselves safe when using the Internet and other forms of technology
- Children need to be aware of responsible use of all forms of technology in order to respect the well-being and integrity of other

Equal Opportunities

Linby-cum-Papplewick Primary encourages respect for all regardless of gender, ethnicity, ability, faith, culture, sexuality, sexual orientation, disability, home background or other personal circumstance. As a church school, within

our provision of SRE we will ensure that resources used and teaching styles employed, reflect the Christian moral framework in which we exist. We will respect the diversity of our pupils and wider society. All members of the school community will feel safe, valued and respected.

Throughout the school there will be consistent challenging of attitudes, behaviour and language that demonstrate prejudice of any type. Homophobia is included within this.

Working with Parents & Carers

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation. The SRE we deliver is designed to support the important role of parents in this area.

Before a unit of work on SRE begins we will write to parents/carers. Parents are welcome to view any resources to be used by asking their child's teacher.

If parents/carers have concerns about any of the content to be covered we ask that these be addressed to the Head Teacher. Parents/carers have the right to withdraw their children from SRE that takes place outside of the National Curriculum for Science. Any parent wishing to take this course of action should send a letter to the Head Teacher outlining their concerns. The parent will be invited to meet to discuss this further (Parents are not obliged to do this but we value our relationships with them and would welcome the opportunity of explaining the value of the work we are doing). We will do our best to address any worries that the parent may have. In the event of a parent still choosing to withdraw their child we will provide alternative PSHE work on a different topic. Parents will be offered the chance to borrow resources should they wish to deliver SRE at home.

The school has purchased a number of books covering sex and relationships issues, including story books, which parents are able to borrow should they wish to update their own knowledge or use them to follow up the work that is taking place within the school. To look at and borrow resources parents should contact the school office.

We will hold parent meetings every two years for parents of year 4 children and upwards to provide information on school curriculum and so the parents and school can work together to support the child with regard to growing into adults and sex education.

SRE Curriculum

Planning the SRE curriculum has taken account of the diverse needs of pupils and sessions will be differentiated as appropriate.

Organisation

We teach sex education through different aspects of the curriculum. While we carry out the main sex education teaching in our Personal, Social, Health and Economic (PSHE) curriculum, we also teach some sex education through other subject areas (for example, in science, PE and RE), 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 education we teach children about relationships, and we encourage children to discuss issues. We teach about 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.

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.

In Key Stage 2 RE children will learn about the commitment of people of faith to each other in marriage and how this is expressed in marriage ceremonies. They will learn about the beliefs and values that underpin this commitment and support the nurture and care of children in the family.

In years 5 and 6 we place a particular emphasis on health education, as many children experience the onset of puberty at this age. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both girls and boys 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)

Content

SRE will be delivered to all pupils in the school at an appropriate level through the following themes:

- Male and female/body parts, reproduction and birth
- Growing and changing

- Similarities and differences
- Feelings
- Keeping safe
- Keeping yourself clean and healthy
- Someone to talk to
- Friends
- Families of all kinds
- Choices and consequences
- Gender stereotypes (KS1)/Gender and sexuality (KS2)

Note: KS1 does not cover birth in theme 1

Content and delivery will be matched to the age, maturity, understanding and needs of the pupils in each year group. We will use various methods at the beginning of each year to assess children's current knowledge, understanding and skills in order to ensure that the content of the programme is relevant.

In order to promote common understanding amongst the children we make use of the correct terminology to discuss sexual body parts in school. Whilst we acknowledge that children have different family names for sexual parts we teach and encourage the use of the scientific names. The words we will use include: penis, vagina, testicles, breasts. This language is reflected in the resources used to deliver SRE. Children will begin to be introduced to terminology in key stage 1.

See Scheme of Work for more detail on the SRE programme.

Answering Children's Questions

Children are naturally curious and we believe that if a child asks a question they require an honest and factual answer. This is true of questions asked in all curriculum areas and at other times during the school day.

All staff in the school will answer children's questions around sex and relationships issues in line with the following guidance, which is based on that given by the Local Authority:

- Questions will be answered in a factual manner without any personal bias and with reference to the age and understanding of the child/ren. They will also be answered within the Christian ethos of the school.
- If the appropriate answer to a question isn't known the class teacher will say that the question is an interesting one and they will think about it, and refer to the head teacher if required.
- In some situations staff will sensitively turn the question back on the pupil to establish what they already know, for example "that's a very interesting question, I wonder why you are asking that" or ask the rest of the class whether they know the answer "does anyone else know the answer to that question?"
- Pupils will know that it is not appropriate to ask personal questions of others in line with the negotiated class group agreement

- All staff have considered questions that may be asked in SRE sessions, discussed suitable answers and practised responding to questions in a role-play situation.
- If it is felt that it is not appropriate to answer a question in a whole class setting the teacher will explain this sensitively and will give an answer to the child individually at the end or refer the child to the school nurse.
- In all key stage 2 SRE sessions an anonymous question box will be available so that all children feel able to ask questions and receive appropriate answers. **All** questions that are placed in the box will be answered in an age-appropriate, factual manner.

Safeguarding Children, Confidentiality and Child Protection

All staff members have a duty to safeguard the well-being of children. As part of this, staff deliver a lesson on created by the NSPCC called Pants, which highlights to children the uniqueness and private nature of parts of the body.

We recognise that the open discussion associated with PSHE/SRE may lead to children making disclosures about things that they are worried about or about abuse. There may also be occasions when a teacher may hear things or observe activity/behaviour that may raise concerns of a child protection issue. In these situations the teacher will consult the school's Designated Safeguard Lead. The Designated Safeguard Lead will then work in line with the relevant school policies in terms of any further action that may be taken.

We use class agreements within PSHE/SRE sessions in order to ensure that children are aware that teachers cannot offer complete confidentiality in all instances.

Where a staff member has to disclose information to another party, this will be done following discussion with the pupil. Sensitive information is only disclosed internally or externally with careful attention to the rights and needs of individuals.

For more detailed information on the processes for child protection please consult the school's Child Protection and Safeguarding policy.

Provision for young women's menstruation needs

Some female pupils may begin menstruation before the main puberty sessions in Years 5 and 6, we therefore recommend that parents talk to their female children about menstruation.

Sanitary disposal units are available in the staff and female pupils' toilets. All female pupils from Year 4 upwards and their parents are informed that

sanitary protection and spare underwear can be obtained from the PSHE Co-ordinator in the event of a pupil starting menstruation when at school. Supplies are kept within school to deal with emergencies, however parents are expected to send pupils to school with adequate sanitary protection for the day. Both male and female pupils are educated about periods through the SRE curriculum to encourage empathy.

The SRE Policy has clear links with other school policies aimed at promoting pupil's spiritual, moral, social and cultural development, including the

Equal Opportunities Policy
Special Educational Needs Policy
Drugs Education Policy
PSHE and Citizenship Policy
Behaviour Policy
Safeguarding/Child Protection Policy
ICT Policy and Safe Internet Use Policy

Monitoring

The monitoring & evaluation of the science curriculum will be done by the science co-ordinator. The monitoring of the PSHE aspect of the curriculum will be done by the head teacher & SDC Committee of the governing body through pupil interviews.

Review Date: Spring 2020

Policy developed with reference to and sample/template policy approved by Bristol & Salisbury Diocese from Love & Sex Matters – Salisbury Diocesan Education Centre