



Christ Church CEVA Primary School

"A Christian community dedicated to educational excellence."

POLICY FOR SEX AND RELATIONSHIP EDUCATION

What is Sex and Relationship Education? (SRE)

The DfE's guidance for Sex and Relationship Education (2000) was written to take account of the revised National Curriculum and the new Personal, Social and Health Education (PSHE) framework. Sex and Relationship Education (SRE) is an integral part of the non-statutory guidance for PSHE in primary schools and, therefore, this policy should be read in conjunction with the school's PSHE and Citizenship Policy and Guidelines.

The DfE's guidance defines SRE as follows:

"It is the 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."

Elements of sex education are included in the National Curriculum for Science. There is a legal duty upon schools to teach these aspects. Other aspects, including the relational context of sex education, are delivered through PSHE and Citizenship which is non-statutory at KS1 and KS2. Sex and Relationship Education in Primary Schools remains at the discretion of the governing body, apart from the biological aspects included in science.

What we believe

Although, ideally, parents should be considered the key people in educating their children about sex and relationships, we believe that, as a school, we can and should provide opportunities for children to discuss and explore issues as part of a balanced and carefully considered programme of work for SRE. Learning about sexual relationships is an inescapable element of school and home life. Children will talk about these issues at play as well as in the classroom and they are likely to be aware of them through the media. It is important in a world where children and young people are surrounded by many different, conflicting messages that they are given accurate information, so misconceptions can be dispelled and they feel reassured about themselves and others. We believe that children have a right to know about the changes that are taking place, and will take place, in their bodies and how these may affect their feelings and attitudes.

As a Church of England School, we believe that sexual relationships are a gift of God as part of creation and that sex education should be placed within a Christian context of love, faithfulness and forgiveness. Children need to come to understand their own bodies and feelings and so be prepared for the opportunities and responsibilities of stable relationships. We hold in high regard God's ideal of a lifelong marriage commitment between a man and a woman as a context for raising children and recognise the value of secure loving relationships and the importance of family life. However, it is also important for us to recognise that many children in our school community are not growing up within this framework and that these beliefs and issues are handled with sensitivity.

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"As part of sex and relationship education, pupils should be taught about the nature and importance of marriage for family life and bringing up children. But ...there are strong and mutually supportive relationships outside marriage. Care needs to be taken that there is no stigmatisation of children based on their home circumstances."

(DfE Circular 116/2000)

We recognise that as children progress through KS2 and beyond, they need opportunities and support in working out their own belief system. This will take account of their response to faith or moral teaching they have received within school, culture or from home.

Our aspirations (see also PSHE/C policy)

To help children to:

- Discover how the body changes as they approach puberty and support them in becoming prepared for these changes.
- Recognise how people's emotions change as they grow up and how they might deal with their feelings towards themselves, their family and others in positive and sensitive ways.
- Understand the main stages of the human life cycle and life processes.
- Become aware of and respect different types of relationship.
- Be familiar with Christian beliefs and attitudes regarding sex and relationships.
- Develop skills to be effective in relationships, to care about the feelings of others and appreciate that their own actions affect not only themselves but also those around them.
- Develop confidence in talking, listening and thinking about feelings and relationships and to explore values and moral issues.
- Be aware of pressures to behave in unacceptable or undesirable ways and know where they can go for help, advice and support. We want children to feel safe and secure and protect them from the dangers of unhealthy relationships and unwanted advances.
- Appreciate we are all faced with choices and to help them make decisions based on accurate information rather than misconceptions or ignorance.
- Celebrate their uniqueness.
- Recognise love as the basis of meaningful human relationships.
- Begin to appreciate the responsibilities and commitments needed in bringing up a child.

How we plan to teach SRE

- Through the Science curriculum, pupils will be taught about the life processes common to humans and other animals, which include reproduction and growth, and about the main stages of the human life cycle. (See Science policy and scheme of work.)
- Through our PSHE & Citizenship programme, pupils will regularly be involved in activities and discussions to help them think about themselves, their relationships, making choices and decisions and peer pressures. (See school PSHE policy and guidelines)
- Through discrete Sex Education sessions.
Content of these sessions will include:
 - Body knowledge, including an understanding of pubertal changes and reproduction.
 - The context of sexual relationships, including values and attitudes.
 - Personal awareness and safety.

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- Also, less formally, through RE, acts of worship and day-to-day life in school:
e.g., discussing and demonstrating the importance of the way we treat and respect each other in the school and wider community, the value of the family unit and the way we celebrate our differences, similarities, uniqueness and life itself.

Resources

- The most significant resource in the classroom is the teacher. It is important that sex education issues are discussed with the children primarily by a familiar adult with whom they feel comfortable.
- A range of resource material is available for delivering the sex education programme. This is made available for parents to view on request. It is important that any resources are used skilfully and selectively by the teacher and that they reflect the values agreed within this policy.
- Health and Sex Education is a shared responsibility. What is learned at school can be supported by experiences in the home and community. Therefore, it will sometimes be appropriate to involve visitors from outside agencies (e.g., Health or Welfare Professionals), religious leaders or visits by parents and babies. If so, it is important that they are familiar with the school's values and approaches identified within this policy. Teachers will ensure appropriate planning and follow-up work takes place for such visits. Any visitors must be accompanied by a teacher familiar with the school's values and approaches and who is ready to intervene as deemed necessary.

Teaching methods and classroom arrangements for SRE

A range of teaching methods will be employed which encourage children's full participation and provide plenty of opportunities for reflection and discussion.

All classes are mixed but single gender groups may be formed for some sessions if deemed appropriate and relevant.

Sex Education sessions will normally take place in a familiar setting.

A question box will be available in each class for children to place questions or concerns that they may not wish to raise in front of their peers.

Children are encouraged to discuss issues with their parents, carers or other adults they can trust.

As with Circle Times, it is important for ground rules to be agreed and established before class discussions on Sex Education issues take place.

Ground rules will include:

- No-one (teacher or pupil) will have to answer a personal question.
- No-one will be forced to take part in discussion.
- No 'put-downs' or teasing.
- Meanings of words will be explained or discussed in a sensible and factual way, as appropriate.
- Everyone should try to use the correct names for parts of the body.

Special Educational Needs

We believe that children with special educational needs should be included in sex and relationship education wherever possible. Activities and questioning should be differentiated where appropriate so that all children can be helped to understand their physical and emotional development and enable them to make positive decisions in their lives.

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Specific Issues

Relationships with Parents

We believe that it is vitally important for parents to be closely involved and well informed with regards to the school's sex education programme of work so that they can share the work in this area of their child's development. Materials and resources, as well as this policy, will be made available to parents who wish to supplement the school's sex education teaching at home. Parents will be notified before programmes of Sex Education begin or when issues relating to sex education are planned to be discussed.

Withdrawal of Children from Sex and Relationship Education

Schools have a legal duty to teach the biological aspects of Sex Education identified within the National Curriculum for Science. These must be taught to all pupils and parents are not allowed to withdraw their children from these lessons.

Parents are permitted to withdraw their children from all or part of the sex education that falls outside of the National Curriculum. Such requests should be made in writing to the Head Teacher. We will attempt to establish reasons why parents wish to withdraw their child. If the decision to withdraw a child is made, we must ensure alternative arrangements are made and should try to ensure these arrangements cause minimal embarrassment to the child and minimal disruption to the programme. Once a child has been withdrawn, they cannot participate in Sex Education sessions until the request for withdrawal has been removed.

Incidental Sex Education

Sometimes the teaching of unrelated topics will result in discussion of aspects of growing up, the nature of relationships or sexual issues. This will not constitute sex education so long as discussion is relatively limited and is set within the context of the other topic or subject. Although proper attention should be given to relevant issues, teachers will try to respect pupils' and parents' sensitivities. Staff should discuss any concerns with the PSHE/C coordinator.

Responding to Children's Questions

Occasionally a child may ask a difficult or sexually explicit question that could be deemed inappropriate for discussion with this age group. We believe that teachers need to feel able to use their skill and discretion in these situations. If in doubt as to how best to respond to a question or situation that arises, teachers should refrain from providing an immediate or direct answer and discuss the best way forward with the PSHE coordinator. In such a situation, the child may be encouraged to discuss the issue with their parents or carers. For their own protection, staff should not organise one-to-one meetings with children to discuss sensitive or personal issues. Use of the class question box will help teachers to have more control over the issues discussed in whole class discussions.

Confidentiality

Some activities, especially discussions about relationships, can give rise to disclosures of a child protection issue. Children need to be made aware that confidentiality cannot always be maintained. If a child discloses information that causes concern and/or the adult considers the child to be at risk or in danger they should inform the designated member of staff responsible for Child Protection as soon as possible. [IMPORTANT: Refer to the school's Child Protection Policy for more detailed guidance.]

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Procedures for Monitoring and Evaluation

We are committed to monitoring and evaluating the effectiveness and appropriateness of our Sex and Relationship Education programme.

This will be achieved by:

- Pupil feedback
- Staff / Year Group reviews and feedback
- Parental comments
- OFSTED inspection

Signed:

Chair of Governors

Dated:

November 2012