



CHRISTIAN MALFORD
Church of England Primary School

Challenge Motivate Succeed

CHRISTIAN MALFORD, SEAGRY AND SOMERFORDS' WALTER POWELL PRIMARY SCHOOLS

Sex and Relationships Education (SRE) Policy

Policy approved by: Local Board
Policy adoption date: March 2018
Due for review: March 2020

1. Introduction

We have based Christian Malford, Seagry and Somerfords' Walter Powell CE Primary Schools' Sex and Relationships Education (SRE) policy on the DfEE guidance. In this document, sex 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'. SRE is part of the Personal, Social and Health Education (PSHE) curriculum in our schools. We will teach within the framework of Christian Values and the Christian understanding that sex is a gift from God as part of creation. Whilst we use sex education to inform pupils about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows pupils to ask and explore moral questions. Sensitivity and respect should be shown to all pupils when teaching about personal relationships and sex education and SRE should be taught in a way to ensure that there is no stigmatization of pupils based on their home/ personal circumstances. We do not use sex education as a means of promoting any form of sexual orientation or sexual activity.

2. Aims and Objectives

The aim of SRE is to provide pupils with age-appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health-related behaviour. This should take place with consideration of the qualities of relationships within families. Our aim is for our pupils to grow up being able to understand themselves so they can develop happy, stable and caring relationships.

Our pupils should be able to:

- combat ignorance and increase understanding
- reduce guilt and anxiety
- promote responsible behaviour
- combat exploitation
- promote the ability to make informed decisions
- facilitate communication on sexual matters
- develop education skills to become future parents

We teach our pupils 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 sexual matters or have further questions.

3. Context

We teach SRE in the context of our schools' aims and values framework. While Sex and Relationships Education at our schools means that we give pupils information about sexual behaviour, we do this with an awareness of the moral code and our Christian values which underpin all our work in our schools. In particular, we teach sex education in the belief that:

- SRE should be based on inclusive Christian principles and values, emphasizing respect, compassion, loving care and forgiveness;
- sex education should be sensitive to the circumstances of all pupils and be mindful of the variety of expressions of family life in our culture, yet it should also uphold the Christian Values of regarding relationships and marriage;
- sex education is part of a wider social, personal, spiritual and moral education process;
- pupils should be taught to have respect for their own bodies;
- pupils 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;
- pupils need to learn the importance protecting themselves and of self-control;
- issues regarding human sexuality should be addressed sensitively;
- pupils should be made aware of God's forgiveness and that there is always a way back;
- the exploration of reproduction and sexual behaviour within the science curriculum should stand alongside the exploration of relationships, values, moral and Christian belief;
- pupils should be made aware of the way in which advertising and the media influences their views about sexuality;
- pupils need to learn how to keep themselves safe when using the internet and other forms of technology;
- pupils need to be aware of responsible use of all forms of technology in order to respect the well-being and integrity of others.

4. The National Healthy School Standard

We now participate 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 sex education;
- listen to the views of the pupils regarding sex education;
- look positively at any local initiatives that support us in providing the best SRE teaching programme that we can devise.

5. Organisation

- We teach sex education through different aspects of the curriculum. While we carry out the main SRE teaching in our Personal, Social and Health Education (PSHE) curriculum, we also teach some sex education through other subject areas (for example, science and PE), where we feel that they contribute significantly to a pupil's

knowledge and understanding of his or her own body, and how it is changing and developing.

- In PSHE we teach pupils about relationships, and we encourage them 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.
- In science lessons in both key stages, teachers inform pupils about puberty and how a baby is born. For this we follow the guidance material in the national scheme of work for science. In Key Stage 1 we teach pupils about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Pupils 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 Years 5 and 6 we place a particular emphasis on health education, as many pupils experience puberty at this age. We liaise with the Local Health Authority about suitable teaching materials to use with our pupils in these lessons. Teachers do their best to answer all questions with sensitivity and care. 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 pupils.

6. The role of parents and carers:

- We are well aware that the primary role in pupils' sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents and carers of our pupils through mutual understanding, trust and co-operation. In promoting this objective we:
 - inform parents about Sex and Relationships Education policy and practice when it comes up in the curriculum;
 - answer any questions that parents may have about the Sex Relationships Education of their child;
 - take seriously any issue that parents and carers raise with teachers or Local Board members about this policy or the arrangements for SRE;
 - inform parents and carers 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, pupils will benefit from being given consistent messages about their changing body and their increasing responsibilities.
 - Parents have the right to withdraw their child from all or part of the sex education programme that we teach. If a parent wishes their child to be withdrawn from SRE lessons, they should discuss this with the Head of School, and make it clear which aspects of the programme they do not wish their child to participate in. We will always comply with the wishes of parents in this regard.

7. 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 pupils 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 call on include local clergy, social workers and youth workers.

8. Links with other policies

This policy is linked with the following policies: PSHE, Equal Opportunities, Safeguarding and Child Protection, Behaviour and Anti Bullying. Health and Safety, Drug Awareness, ICT and E-safety. These policies are available on request.

9. Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Teachers will endeavour to answer questions as honestly as possible but, if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual needs. All questions will be valued, and will be answered with consideration of the pupil's prior learning and readiness.

10. Use of visitors

"Visitors should complement but never substitute or replace planned provision. It is the PSHE leaders and teachers' responsibility to plan the curriculum and lessons." - DfEE SRE Guidance 2000. When appropriate, visitors such as the school nurse may be involved in the delivery of sex and relationship education, particularly in Key Stage 2.

11. Children with special needs

Teaching and resources will be differentiated as appropriate to address the needs of these pupils in order for them to have full access to the content of sex and relationship education.

12. Confidentiality and Safeguarding Children Procedures

Teachers conduct sex education lessons in a sensitive manner and in confidence. Teachers need to be aware that effective SRE, which brings about an understanding of what is not acceptable in a relationship, may lead to disclosure of a Child Protection issue. The staff member will inform the Executive Principal / Designated Senior Lead person in line with Child Protection procedures. A member of staff cannot promise confidentiality if concerns exist.

13. The role of the Executive Principal and Heads of School

It is the responsibility of the Executive Principal to ensure that both staff and parents are informed about our Sex and Relationships Education policy, and that the policy is implemented effectively. Some aspects are delegated to the Heads of School. The Heads of School have 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 Heads of School liaise with external agencies regarding the SRE programme and ensure that all adults who work with our pupils on these issues are aware of the schools' policy and that they work within this framework.

The Executive Principal and Heads of School monitor this policy on a regular basis and report to the Local Board, when requested, on the effectiveness of the policy.

14. Monitoring and review

The Curriculum and Standards Committee of the Local Board monitors our SRE policy on an annual basis. This committee reports its findings and recommendations to the full Local Board, as necessary, if the policy needs modification. The Curriculum and Standards Committee gives serious consideration to any comments from parents and carers about the SRE programme, and makes a record of all such comments. The Local Board requires the

Executive Principal and Heads of School to keep written records, giving details of the content and delivery of the SRE programme that we teach in our Schools.

This policy was agreed by the Local Board, Executive Principal and Staff on March 2018. It is reviewed by the Local Board every two years and is due for review in March 2020.

Signed:..... Chair of Local Board