

Thurlbear CE VA Primary School Sex & Relationships Education Policy

This policy should be taken as part of the overall strategy of the School and implemented within the context of our vision, aims and values as a Church of England School.

Governors, Head teacher and staff believe that high quality and effective Sex and Relationships Education (SRE) is essential if our pupils, as they grow, are to make responsible and well informed decisions about their lives. It contributes to promoting the spiritual, moral, social, cultural, emotional, mental and physical development of our pupils, preparing them for the opportunities, responsibilities and experiences of adult life. We understand that there is a statutory requirement for us to have in place such a policy compiled by the School Governors.

We believe SRE should not be delivered in isolation, but be firmly rooted in our Personal, Social and Health Education and Citizenship programme, supplemented by Science and other subjects of our taught curriculum and relates to Child protections

Aims and Objectives:

The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development. A successful programme will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. We aim to provide an SRE programme which is:

- tailored to the age and the physical and emotional maturity of the children.
- ensures that both boys and girls know about puberty and how a baby is born – as set out in KS 1 & 2 of the National Science Curriculum.

We will teach children:

- about puberty before they experience the onset of physical changes, including those who develop earlier than the average,
- to respect themselves & others, and understand difference.
- respect for their own bodies and the importance of sexual activity as part of a committed, long-term and loving relationship.
- what they should do if they are worried about any sexual matters
- in Y6, the transition year before moving to secondary school, we will support pupils' on going emotional and physical development effectively.

What is sex and relationship education?

It 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. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching. It has three main elements:

Attitudes and values

- learning the importance of values and individual conscience and moral considerations
- learning the value of family life, marriage, and stable and loving relationships for the nurture of children
- learning the value of respect, love and care
- exploring, considering and understanding moral dilemmas
- developing critical thinking as part of decision-making

Personal and social skills

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- learning to make choices based on an understanding of difference and with an absence of prejudice
- developing an appreciation of the consequences of choices made
- managing conflict; and learning how to recognise and avoid exploitation and abuse

Knowledge and understanding

- learning and understanding physical development at appropriate stages
- understanding human sexuality, reproduction, sexual health, emotions and relationships

Context:

As a Church of England school, our SRE is 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 address 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.

Working in Partnership with parents

The school is committed to working in close partnership with parents and carers who are the key people in teaching their children about sex and relationships.

We recognise that parents are the key people in:

- teaching their children about sex and relationships
- maintaining the culture and ethos of the family
- helping their children cope with the emotional and physical aspects of growing up; and preparing them for the challenges and responsibilities that sexual maturity bring

In order to build positive and supportive relationships with the parents and carers of children at this school 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 the arrangements for sex education in school
- inform parents about the teaching of sex education in school so that the parents and school can work together to support the child with regard to sex education. 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.

Can parents withdraw their child from SRE?

In line with DfEE guidance, this policy has been drawn up with consultation with parents in order to take into account their views, and therefore we hope they will not feel the need to withdraw their child from SRE. However, Parents have the right to withdraw their children from all or part of those aspects of the SRE programme which are NOT part of the statutory National Curriculum Science Orders. If requested, alternative arrangements will be made for individual pupils, but it is hoped that this will not be necessary. If so, parents should consult with the headteacher to discuss appropriate arrangements.

Confidentiality and safeguarding children procedures

Teachers conduct sex education lessons in a sensitive manner & 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 serious & deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that he/she may have been a victim of abuse. If the teachers have concerns, they will draw their concerns to the attention of the head teacher and/or the designated teacher for child protection & safeguarding. The head teacher will then deal with the matter in consultation with health care professionals.

On line Safety: As part of the ICT curriculum there will be discussion of issues of Online Safety and Sexting.

Monitoring and review The Teaching and Learning Committee of the governing body monitors our Sex and Relationships Education policy annually. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Teaching & Learning Committee gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments. Governors require the head teacher to keep a written record, giving the details of the content & delivery of the sex education programme that we teach in our school. Governors should scrutinise materials to check they are in accordance with the schools ethos.

How is SRE taught and who is responsible for providing it?

SRE is taught using the scheme of work *Love and Sex Matters, Relationships and Sex Education in a Context of Christian Values*, published by the Salisbury Diocesan Board of Education and The Christopher Winter Project – SRE recommended by the PSHE Association. It will be delivered by the class teacher.

These resources provide clear, age-related learning and ensures progression through the school. Lessons will be delivered each year in the summer term as part of a special curriculum week which allows early communication with parents. An overview of the scheme of work is provided in Appendix 1

- Equal focus will be given to the needs of boys and girls, including single sex groups and discussion as appropriate
- SRE will be both culturally appropriate and inclusive of all children.
- the needs of children with SEN will be met sensitively and appropriately
- teachers will deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. There will be no direct promotion of sexual orientation.

SRE and the National Curriculum Science

SRE is complemented by the compulsory aspects of human growth and reproduction within the science curriculum. The statutory content requires maintained schools to teach children about human development, including puberty, and reproduction. **In Year1/2**, children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. **In Year 5/6**, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty. Appendix 2 outlines teaching schedule. Appendix 3 provides teachers with a range of teaching strategies to support SRE.

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 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.

The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Appendix 3: Teaching Strategies for Sex and Relationship Education

Children are naturally curious about growing up, how their bodies work and how humans reproduce. Their questions need to be answered honestly, using language and explanations appropriate for their age and maturity, thus avoiding unnecessary mystery, confusion, embarrassment and shame.

It is essential that we can help children and young people develop confidence in talking, listening and thinking about sex and relationships. There are a number of teaching strategies that will help this, including:

- establishing ground rules with their pupils;
- using 'distancing' techniques;
- knowing how to deal with unexpected questions or comments from pupils;
- using discussion and project learning methods
- encouraging reflection

Ground rules

A set of ground rules will help teachers create a safe environment in which they do not feel embarrassed or anxious about unintended or unexpected questions or comments from pupils. Ground rules might be developed as part of the school's sex and relationship education policy or individually with each class or year group. For example, one class worked out this set of ground rules together:

- no one (teacher or pupil) will have to answer a personal question;
- no one will be forced to take part in a discussion;
- only the correct names for body parts will be used; and
- meanings of words will be explained in a sensible and factual way.

Distancing techniques

Teachers will avoid embarrassment and protect pupils' privacy by always depersonalising discussions. For example, role play can be used to help pupils 'act out' situations. Case studies with invented characters, appropriate videos, and visits to theatre in education groups can all help pupils discuss sensitive issues and develop their decision-making skills in a safe environment.

Dealing with questions

Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting. Many teachers are concerned about responding to unexpected questions or comments from pupils in a whole-class situation. Having a set of ground rules should reduce the chances of this happening but teachers will need support and training so that they are prepared for the unexpected. For example: _ if a question is too personal, the teacher should remind the pupil of the ground rules. If the pupil needs further support, the teacher can refer her or him to the appropriate person, such as a school counsellor, school nurse, helpline, or an outside agency or service;

- if a teacher doesn't know the answer to a question, it is important to acknowledge this, and to suggest that the pupil or teacher or both together research the question later;
If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. In this way, the pupil will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information. To maintain trust and respect the teacher must remember to talk with the pupil later; and
- if a teacher if a teacher is concerned that a pupil is at risk of sexual abuse, they should follow the school's child protection procedures.

Discussion and project learning

Research into what makes SRE effective shows that discussion and project learning encourages learning and is enjoyed by pupils. Pupils take part in a structured activity in which they can:

- draw on previous knowledge to develop more understanding;
- practise their social and personal skills;
- consider their beliefs and attitudes about different topics;
- reflect on their new learning; and
- plan and shape future action.

Active learning is most effective when pupils are working in groups. Methods include discussion techniques such as the use of circle time in primary schools, case studies and project work.

Teachers should also assess the usefulness of providing factual information in written form for young people to keep for future reference.

Reflection

Reflecting is crucial for learning as it encourages pupils to consolidate what they have learned and to form new understanding, skills and attitudes. Teachers can help pupils reflect on their learning by asking questions like these:

- What was it like doing this discussion today?
- What did you learn from the others, especially those who had a different experience or belief from your own?
- What do you think you will be able to do as a result of this discussion?
- What else do you think you need to think or learn about?

Appendix 1 Break down of Lessons Form Love and Sex Matters: Relationships in and sex education in a context of Christian Values and the Christopher Winter Project- SRE

Reception		
CWP	Our lives	Our Day Keeping Ourselves Clean Families
Y1 and 2		
CWP Y1	Growing and Caring for ourselves	Keeping Clean Growing and Changing Families and Care
L&SM	Loving Me	This lesson will help children lay the foundations for healthy self- esteem
L&SM	Loving You	In this lesson pupils will think about friendship
L&SM	Our Wonderful Bodies	In this lesson pupils appreciate how amazing their bodies are
L&SM	How are bodies are different	In this lesson pupils begin to learn about the differences between male and female. They will also think about how to show respect to each other. They will learn to label, love and care for their bodies
CWP Y2	Differences	Differences boys and girls Differences male and female Naming the Body Parts
L&SM	My family – those who care for me	Pupils will learn about the family, what its role is and why it is important
L&SM	How we love and care for ourselves	In this lesson, pupils will learn about how to look after their bodies and how they make good decisions.
L&SM	How we love and care for our friends – saying sorry and starting again	During the lesson, pupils will learn about saying sorry and think about times when this might be difficult.
Y3		
CWP	Valuing differences and Keeping Safe	Differences Male and Female Personal Space Family differences
Y4		
CWP	Growing up	Growing and Changing What is puberty? Puberty Changes and reproduction
Y5		
L&SM	1 Making me	Pupils will think about the factors that contribute to an identity and what makes someone valuable <ul style="list-style-type: none"> • I can describe what make me "me" • I can explain why all people are valuable including me
L&SM	2 My world, your world	Pupils will think about how their lives interact with other people's lives and how this affects decision- making <ul style="list-style-type: none"> • I can explain ways in which what I do might affect other people emotionally and/or physically

		<ul style="list-style-type: none"> I can identify the people whose lives might be changed by what I do I can explain how recognising how my actions influence other people and can help me make good decisions
CWP	Puberty	Talking about puberty Male and Female Changes Puberty and Hygiene
L&SM	3 Changing Bodies	Pupils will think about the physical and emotional changes that take place during puberty <ul style="list-style-type: none"> I can describe how I will change physically and emotionally during puberty
L&SM	4 Firm Foundations	Pupils will think about what provides firm foundations for a relationship and how awareness of this might affect whom they date <ul style="list-style-type: none"> I can describe characteristics that will help build a good relationship and why these are important I can explain what sort of things I might look for in a friend or partner and why
Y6		
L&SM	5 Marriage	Pupils will reflect on the significance and meaning of the wedding service and marriage and how these benefit the individual and the community <ul style="list-style-type: none"> I can explain why Christians think marriage is important I can explain how marriage is good for relationships within the family and with the wider community
CWP	Puberty, Relationships and Reproduction	Puberty and reproduction Understanding Relationships Conception and pregnancy Communicating in Relationships
L&SM	6 Great expectations?	Pupils will think about the meaning of sex and why it is best kept for marriage or long-term relationships <ul style="list-style-type: none"> I can explain what I think is normal sexual behaviour I can describe what some religions think about sex I can give reasons why it might be good to keep sex for marriage or a long-term committed relationship
L&SM	7 In need of restoration?	Pupils will think about the role of forgiveness in sustaining and deepening relationships <ul style="list-style-type: none"> I can explain why it is good to forgive people I can describe some situations when I think you should or should not show forgiveness and explain why
L&SM	8 Summary activities	Activities to draw course together and reflect on what they have learnt <ul style="list-style-type: none"> I can consider what makes a relationship "life-giving" or "life-limiting" I can describe actions that would make my relationships more "life-giving"

Appendix 2 Relevant Sections of the National Curriculum for Science

KS1	KS2
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<p>Year 1:</p>	<p><u>Animals, including humans</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense <p>Notes and guidance (non-statutory) Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.</p>	<p>Y5/6</p>	<p>Animals, including humans Pupils should be taught to:</p> <ul style="list-style-type: none"> • describe the changes as humans develop to old age <p>Notes and guidance (non-statutory) Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.</p> <p>Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.</p>
<p>Year 2:</p>	<p><u>Animals, including humans</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> • notice that animals, including humans, have offspring which grow into adults • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene <p>Notes and guidance (non-statutory) Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.</p> <p>The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.</p>		