



## **Sex & Relationship Education Policy**

Name of School	Federation of West Leigh Infant's and Backwell Church of England Junior School
Date of Policy	June 2018
Policy Review	Annually
PSHE Subject Leader	Nick Webster
PSHE Link Governor	Lucy Gordon

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 schools PSHE Policy.

### **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. The teaching of 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:**

Our ethos is crucial to our approach to Sex and Relationships Education. We aim to ensure that all our children are enabled to value others and value themselves and this will be our key aim when teaching about sex and relationships.

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 integral 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.

In both KS1 and KS2 the emphasis of SRE is on teaching children about safe and healthy relationships and staying safe. This will be included in the curriculum right from Reception, through to Year 6. At an appropriate age, (Year 5/6) children will also be taught about sex, but parents will have the right to withdraw their children from these lessons.

In the case of BJS, 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 recognise the value of secure loving relationships, the importance of family life and hold in high regard God's ideal of a lifelong marriage commitment as a context for raising children. However, it is also important for us to recognise that many children in our school community grow up within alternative frameworks and that these beliefs and issues are handled with sensitivity.

"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. Therefore pupils should learn the significance of marriage and stable relationships as key building blocks of community and society. 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**

To help children to:

- Discover how the body changes as they approach puberty and support them in becoming prepared for these changes.

- Recognise how peoples' 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 different types of relationship and to appreciate the value of stable, loving relationships such as marriage.
- 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, in its many forms, as being central to Christian philosophy and as the basis of meaningful human relationships.
- Begin to appreciate the responsibilities and commitments needed in bringing up a child.

### **Responsibilities:**

The provision of SRE is the responsibility of the governors in conjunction with the head and the PSHE subject leader. The PSHE coordinator will provide support to those members of staff teaching SRE and will keep the head and governors informed of any training needs and the involvement of outside agencies. It is the responsibility of the PSHE subject leader to ensure that such visitors are aware of the Junior schools Christian values. These are further outlined in the following Diocesan guidelines:

The Diocesan Board of Education recommends:

(a) Primary schools should teach that:

- sexual relationships should be seen as the fulfilment of a relationship and not as the basis for a relationship
- sexual relationships between those who are not in loving long term relationships often do not meet the long term happiness of both those involved (or indeed of either)

iii. sexual relationships between those who are in loving long term relationships can provide a context within which both partners learn the basic ground rules of mutual respect on which to base good relationships within their wider family and beyond.

(b) Schools should not avoid the issue of sexual orientation in their policy. The topic should be discussed calmly and objectively as part of the curriculum in secondary schools (and in primary schools if the issue arises) without either approval or disapproval. Homophobic name-calling should be dealt with firmly, in the same way as racist name-calling. This should be covered by the schools anti-bullying policy.

(c) Schools should ensure that children in both primary and secondary schools know that under age sex is illegal and can also lead to unplanned pregnancy. Schools should support children in resisting peer pressure to have sex by teaching them that they actually have the right to say “no” to sex. They should be helped to understand that saying “no” shows maturity and strength and not inadequacy or weakness.

(d) Schools should ensure that children know the possibility and dangers of sexually transmitted diseases and their possible consequences.

(e) There should be opportunities for the schools policy on sex and relationship education to be explained to parents. Parents of children in the year groups that will be having sex education should be invited to a meeting at which the content of the programme is explained. They should know when the lessons take place so that they can provide adequate support in the home. (f) If inviting health professionals into school to contribute to the sex and relationship programme, church schools should be careful to emphasise the Christian ethos in which this education should take place.

**The teaching of SRE sits within our PHSE and science curriculum and will be delivered using the framework and materials from the Corum Life Education scheme of work.**

**Corum Life Education PSHE Programme:**

Corum Life Education and SCARF (Safety, Caring, Achievement, Resilience and Friendship) provides a of curriculum wide wellbeing and PSHE programmes of study. It provides a lesson plans for each year group plus and assessment tools to support this. The Federation implements this programme in full across all year groups. Details on this programme can be found at: <https://www.coramlifeeducation.org.uk/>

Through this programme SRE is taught using a range of teaching methods including drama, role play, watching videos, circle time, discussions, story books and games tailored appropriately to each year group. Some SRE will be taught as a whole-class exercise, but children may also be split up into boys and girls or small groups at times.

### **Withdrawal from SRE lessons:**

Parents/carers have the right to withdraw their children from all or part of the Sex and Relationships Education provided at school except for those parts included in statutory National Curriculum Science. Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or SRE Co-ordinator who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school SRE programme or who wish to deliver SRE to their children at home.

### **Confidentiality, Safeguarding and Child Protection Issues:**

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named child protection co-ordinator who takes action as laid down in the Safeguarding Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

### **Links to other policies and curriculum areas:**

We recognise the clear link between SRE and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Science curriculum
- PHSE policy
- Teaching and Learning Policy
- Equal Opportunities Policy
- Safeguarding Policy

### **Training and support for staff**

Training is regularly delivered to staff on the policy content and overseen by the PSHE lead.

### **Dissemination**

This policy is available on our school website where it can be accessed by the community. Copies are available from the school office on request from parents/carers.