

St Paul's C of E (VC) Junior School

*"Promoting, Valuing and Celebrating achievement
in a Christian setting."*

Sex and Relationship Education Policy

Date:April 2019.....(rewrite 2020).....

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Author:

Approved by Governors:

"Prevent Duty: Under section 26 of the Counter-Terrorism and Security Act 2015, we have a duty to prevent people from being drawn into terrorism (Prevent duty). Protecting children from the risk of radicalisation remains part of our school's wider duty to safeguard children and young people. *"Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism....Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs."* (KCSIE, September 2016). We are alert to any possible signs which contribute to vulnerability such as family, friends or online influences as well as any changes in behaviour which could indicate a child may be in need of help or protection. We carry out risk assessments of vulnerable children and young people accordingly, work in partnership with other agencies and the family, and ensure staff are suitably trained and supported in keeping with our LSCB procedures."

**“For we are God’s masterpiece. He has created us anew in Christ Jesus, so we can do the good things he planned for us long ago.”
Ephesians 2:10**

This policy is written with reference to the Christian Foundation of the school

Introduction

This policy is a ‘stand alone’ policy that comes under the umbrella of Personal, Social, Health Education and Citizenship (PSHEC) in the school. It takes account of the ‘*Sex and Relationship Education Guidance*’ published by the DfEE in July 2000 that updated Circular 5/94 ‘*Sex Education in Schools*’.

Rationale

At St. Paul’s School, we believe that 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, Health Education and Citizenship programme, supplemented by Science and other subjects of our taught curriculum.

Definition of Sex and Relationship Education

Sex and Relationship Education is lifelong learning about physical, moral and emotional development. It is about respect, love and care and the benefits of making and maintaining a stable marriage or relationship. We recognise that to be human is to experience sexual feelings, seek connections with other people and develop relationships which may be physical or non-physical. Our teaching of sex and relationship education is applicable to all sexual orientations and will include teaching of sex, sexuality and sexual health at an age appropriate level.

SRE seeks to enable young people to feel positive about themselves, manage relationships and access the infrastructure of support available.

Aims and Objectives

At St. Paul’s School we aim to provide our pupils with an age-appropriate SRE programme that is tailored to their physical and emotional maturity. It should enable them to make positive choices about their sexual and emotional health, both now and in the future. We seek to achieve this aim by having three main elements to our programme.

- **attitudes and values**
 - learning to care about other people and being sensitive towards their needs and views;
 - learning the importance of values, and individual conscience and moral considerations;
 - accepting the differences between people and learning not to exploit them;

learning the value of family life, marriage, and the importance of stable, loving and caring relationships for the nurture of children;

learning the importance and responsibilities of the family unit for all its members;

learning to respect oneself and others and being honest, loyal and trustworthy in relationships;

learning to take responsibility for one's actions in all situations;

exploring, considering and understanding moral dilemmas, and 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 with others;

learning to make choices based on an understanding of difference and with an absence of prejudice;

learning how to make well informed and responsible decisions about their lives and developing an appreciation of the consequences of the choices made;

managing conflict;

learning how to recognise and avoid exploitation and abuse.

- ***knowledge and understanding***

learning about and understanding physical development at appropriate stages;

understanding human sexuality, reproduction, sexual health, emotions and relationships;

learning about contraception and the range of local and national sexual health advice, contraception and support services;

learning the reasons for delaying sexual activity and the benefits to be gained from such delay;

the avoidance of unplanned pregnancy.

We believe that SRE will be achieved by providing an environment and atmosphere where pupils feel safe, relaxed, not intimidated, but focussed; and where they have confidence and trust in the knowledge, ability and skills of their teachers.

Moral Framework

Pupils will be taught SRE within a framework which models and encourages the following values:

- Being honest with themselves and others
- Developing a critical awareness of themselves and others

- Learning to show tolerance, understanding, respect and care for others
- Acknowledging the rights, duties and responsibilities involved in sexual relationships
- Developing an awareness and belief in one's own identity
- Having a positive attitude towards the value of stable relationships for the upbringing of children
- Acknowledging and understanding diversity with regard to religion, culture and sexual orientation
- Having self-discipline regarding their sexuality.

Working 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. Parents/carers are invited to attend consultation evenings to discuss the school's SRE programme and to view the teaching materials and resources that will be used.

A parent or carer who is concerned about any element of this policy, or is unhappy about their child's participation, should discuss their feelings with the Headteacher. 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.

The DfES has produced a free leaflet for parents entitled 'SRE and Parents'. Copies can be obtained from the DfES orderline (Tel: 0845 6022260, DfES code 0706/2001).

Content and Organisation

The organisation of SRE is no different from other curriculum areas. It is delivered through planned programmes within Science, RE and PSHEC.

Normally, male and female pupils will be taught together. However, when deemed appropriate, there may be occasions when pupils are taught in separate gender groups.

The intention is for all our pupils to achieve the age-related learning outcomes recommended by OFSTED in their report entitled 'Sex and Relationships' published in 2002. ***(See Appendix 2 for further information)***

Where visitors are invited to deliver aspects of the SRE programme, the school follows the guidance in 'School use of visitors and outside agencies in health promotion' published by the Somerset Healthy Schools Team, 2001. Visitors will be used to support, not supplant, the role of the teacher and they will always be accompanied in the lesson by a teacher. Visitors will always be fully briefed on their contribution to the programme and will be given a copy of the current policy beforehand. Currently, a trained Nurse is used in this role.

The SRE programme will be delivered by:

- Class teachers
- A trained Nurse

The overview and co-ordination of the taught curriculum is the responsibility of the PSHEC Co-ordinator in the school. The Senior Management Team will always identify staff who have the appropriate skills, qualities and knowledge to teach the more sensitive and contentious aspects of SRE.

Continuous professional development and training will always be provided to ensure a high level of expertise for teachers involved in delivering the SRE programme in the school.

A designated Governor is the link to the full Governing Body with regard to SRE provision in the school.

Equal Opportunities

SRE is inclusive of all pupils; they have an equal entitlement to good quality SRE. The programme will be delivered in line with the school's Equal Opportunities policy within an atmosphere of mutual respect. The whole school community will support an approach which ensures that no individual will be discriminated against on grounds of gender, race, disability, religion or sexual orientation.

If a pupil is absent from school (eg through illness, school refuser) and does not participate in the SRE programme, the school will ensure that teaching materials are made available. Resources selected to support the programme will be free from cultural bias wherever possible and will avoid gender, race, disability or sexual orientation stereotyping. The programme will be sensitive to the needs of all pupils in the school.

The school will not discriminate against any member of the school community who is infected or affected by HIV.

Specific Issues

Personal Beliefs

The personal beliefs and attitudes of teachers will not influence their teaching of SRE.

Language and Ground Rules in Lessons

All staff teaching SRE will set ground rules in their classes. For example:

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

Pupils will be involved in the negotiation/setting of these rules. Distancing techniques will also help to avoid the inappropriate disclosure of information. These may include case studies, role play and speaking in the third person.

Dealing with difficult questions

We have a variety of strategies for dealing with difficult questions. For example:

- if a question is too explicit or is inappropriate, the teacher will attend to it later, on an individual basis, and a decision will be taken whether or not to inform the child's parents/carers;
- if a child makes a disclosure that causes the teacher concern then they should follow child protection procedures established within the school.

Puberty

Boys and girls need to be prepared for puberty before they reach this developmental stage. At St. Paul's School we teach about puberty and the need for extra care with personal hygiene mainly in whole class groups but opportunities are provided for single gender lessons.

Menstruation

Our programme will include preparation for menstruation. Basic information about the process of menstruation will be given to both boys and girls.

We will make appropriate and sensitive arrangements for the changing and disposal of sanitary wear for our pupils. (eg. Requests for sanitary protection are dealt with in the School Office. There are trained First Aid staff in the office who are used to dealing with sensitive issues.)

Contraception

Pupils will be given basic, appropriate information about condoms and the contraceptive pill.

Safer Sex, HIV/AIDS and Sexually Transmitted Infections (STIs)

STIs are major causes of ill health which can have long-term physical and psychological health consequences.

Teaching about safer sex remains one of the Government's key strategies in reducing the incidence of HIV/AIDS and STIs. In recent years there has been a significant increase in the number of individuals diagnosed with genital infections, including chlamydia, genital warts and gonorrhoea.

Young people may become complacent. Therefore, teaching includes :

- Making students aware that sexual activity can lead to infection being passed from one person to the next
- Teaching them assertiveness skills for negotiating relationships.

Teaching About Gay, Lesbian, Bisexual and Transgender Relationships

The diversity of sexual orientation found within society may also be reflected in the school community. Students will need to be given information regarding access to relevant support agencies. The school will seek to ensure that SRE is relevant and positive for all students, and that teaching about sexuality is undertaken by teachers who are trained and comfortable with such issues.

It would be insensitive if gay, lesbian, bisexual and transgender issues were only addressed in limited or negative contexts or prejudice eg teaching about HIV/AIDS. The school will therefore seek to take account of different sexual orientations throughout SRE. For example, there may be a number of occasions where, in order to avoid the impression that programmes are based on an assumption of heterosexuality, it is appropriate to use inclusive language such as 'partner' rather than 'boyfriend/girlfriend'.

Homophobic bullying (i.e. based on perceived gay or lesbian sexuality) is totally unacceptable. The school has a specific Behaviour/Anti-bullying Policy. All teachers are aware of this policy and a copy is available on request.

Confidentiality

Teachers and school are absolutely clear about the boundaries of their legal and professional roles and responsibilities. We have a clear and explicit confidentiality policy, which should ensure good practice throughout the school and which both pupils and parents understand. Teachers cannot offer or guarantee absolute confidentiality.

(See appendix 1 in the school's PSHEC 'umbrella' statement for further information on issues relating to confidentiality).

i) Parents/carers will be informed of the school's confidentiality policy. The school will be acting *in loco parentis*. Whenever a pupil makes a disclosure, they will be persuaded to talk to their parents or carers. Child Protection issues will be addressed if necessary; but if not necessary, the wishes of the pupil will be taken into account.

ii) Staff **must** follow child protection guidelines. Members of staff who are not health care professionals must not give individual contraceptive advice.

Monitoring and Evaluation

The SRE policy is monitored and evaluated through an annual review process involving: teachers, PSHE Co-ordinator, Senior Management Team, and the Governing Body.

Appendix 1

Learning outcomes

Taken from 'Sex and Relationships', Ofsted Report, 2002

The following statements are offered as illustration of learning outcomes for SRE for each key stage. They give a basis for planning work to develop knowledge and understanding, values and attitudes and personal skills in SRE. They draw on DfES and other guidance on SRE and they reflect elements of the non-statutory framework for PSHE.

We present them in this format in the hope that they might be useful to schools

- (i) as an audit tool
- (ii) as a monitoring device
- (iii) for other curriculum developments.

In the right hand column you may wish to add the year, key stage, curriculum area or other school activity where each learning outcome is addressed.

Those statements marked with an asterisk are part of the National Curriculum Science requirements.

By the end of Key Stage 1

1	Pupils will be able to:	Where?
a)	recognise and compare the main external parts of the bodies of humans*	
b)	recognise similarities and differences between themselves and others and treat others with sensitivity	
c)	identify and share their feelings with others	
d)	recognise safe and unsafe situations	
e)	identify and be able to talk with someone they trust	
f)	be aware that their feelings and actions have an impact on others	
g)	make a friend, talk with them and share feelings	
h)	use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.	

2	Pupils will know and understand:	
a)	that animals, including humans, grow and reproduce*	
b)	that humans and animals can produce offspring and these grow into adults*	
c)	the basic rules for keeping themselves safe and healthy	
d)	about safe places to play and safe people to be with	
e)	the needs of babies and young people	
f)	ways in which they are like and different from others	
g)	that they have some control over their actions and bodies	
h)	the names of the main external parts of the body including agreed names for sexual parts	
i)	why families are special for caring and sharing.	

3.	Pupils will have considered:	
a)	why families are special	
b)	the similarities and differences between people	
c)	how their feelings and actions have an impact on other people.	

By the end of Key Stage 2

4	Pupils will be able to:	
a)	express opinions, for example, about relationships and bullying	
b)	listen to, and support others	
c)	respect other people's viewpoints and beliefs	
d)	recognise their changing emotions with friends and family and be able to express their feelings positively	
e)	identify adults they can trust and whom they can ask for help	
f)	be self-confident in a wide range of new situations, such as seeking new friends	
g)	form opinions that they can articulate to a variety of audiences	
h)	recognise their own worth and identify positive things about themselves	
i)	balance the stresses of life in order to promote both their own mental health and well-being and that of others	
j)	see things from other people's viewpoints, for example their parents' and their carers'	
k)	discuss moral questions	
l)	listen to, support their friends and manage friendship problems	
m)	recognise and challenge stereotypes, for example in relation to gender	
n)	recognise the pressure of unwanted physical contact, and know ways of resisting them	

5	Pupils will know and understand:	
a)	that the life processes common to humans and other animals include growth and reproduction	
b)	about the main stages of the human life cycle*	
c)	that safe routines can stop the spread of viruses including HIV	
d)	about the physical changes that take place at puberty, why they happen and how to manage them	
e)	the many relationships in which they are all involved	
f)	where individual families and groups can find help	
g)	how the media impact on forming attitudes	
h)	about keeping themselves safe when involved with risky activities	
i)	that their actions have consequences and be able to anticipate the results of them	

j)	about different forms of bullying people and the feelings of both bullies and victims	
k)	why being different can provoke bullying and know why this is unacceptable	
l)	about, and accept, a wide range of different family arrangements, for example; second marriages, fostering, extended families and three or more generations living together	

6	Pupils will have considered:	
a)	the diversity of lifestyles	
b)	others' points of view, including their parents' or carers'	
c)	why being different can provoke bullying and why this is unacceptable	
d)	when it is appropriate to take a risk and when to say no and seek help	
e)	the diversity of values and customs in the school and in the community	
f)	the need for trust and love in established relationships.	