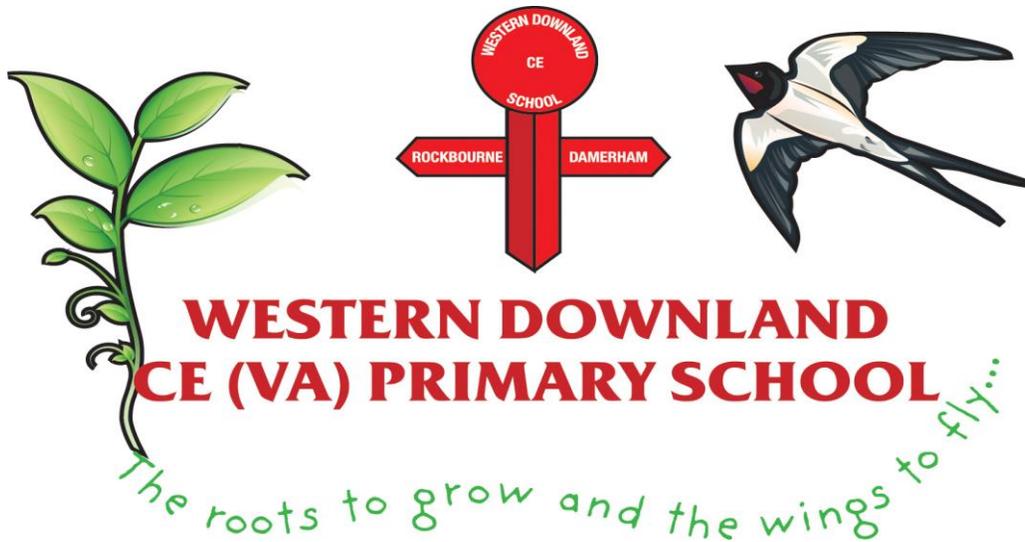


WESTERN DOWNLAND C.E. AIDED PRIMARY SCHOOL

In partnership with parents we aim to provide

The roots to grow and the wings to fly



Sex & Relationships Education Policy

Reviewed
Next Review

March 2016
March 2017

Sex & Relationships Education Policy

MISSION STATEMENT

In partnership with parents we aim to give children: 'The roots to grow and the wings to fly'.

A place where:

- *everyone is valued and has the opportunity to succeed*
- *learning is the highest item on the agenda for children and adults*
- *the Christian values of kindness, consideration and forgiveness shape our community*
- *pupil learning and school improvement will be achieved in partnership with Governors, Staff, Parents and Pupils*
- *involvement will be educationally and spiritually uplifting*

1. Context

At Western Downland Church of England (Aided) Primary School we teach Sex and Relationships Education in the context of the school's aims and values. In particular we recognize that:

- 1.1. Sex & Relationships Education is part of a wider social, personal, spiritual and moral education process.
- 1.2. Sex & Relationships Education should be taught in the context of family life.

2. Aims

2.1. We aim to help pupils:

- 2.1.1. gain a developing, age-appropriate understanding of their own bodies, including understanding the physical and emotional changes they will experience as they grow
- 2.1.2. recognize differences between the genders
- 2.1.3. learn the importance of positive relationships
- 2.1.4. identify appropriate settings for the physical expression of love

2.2. In addressing these aims our approach is informed by the Christian values which shape the life of our School, as well as by our statutory responsibilities.

2.3. In addition, we recognise that pupils gain an understanding of the issues covered by this Policy through their wider experience beyond the School setting, including through their social and cultural background, and we wish to respect these differences where they exist. We therefore consider the School's role to be one of partnership with parents and other carers, and communication to be important with them in this process.

2.4. We hope that through sensitively presenting information, appropriate to a pupil's age and level of comprehension, we will help pupils gain a more developed understanding of the physical changes they experience through childhood and into adulthood, We also hope that pupils will be helped to identify and develop those skills which will best support them in building good and lasting relationships in the long term.

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3. Values

Our Policy is founded upon the following values, which are informed by our School's Christian foundation status:

- 3.1.1. **Recognising the inherent value of life.** We believe that life is precious, and that all life should be valued. It is important not to misuse our bodies, or others, for self-gratification or personal gain, but to take care of our bodies, and show care toward others; physically, emotionally and relationally. It is especially important to protect those who are vulnerable to misuse, including the young, in their development physically and emotionally, and to help pupils to develop the skills necessary to behave in a safe way.
- 3.1.2. **Recognising responsibility in relationships.** There are always consequences to our actions. It is important to exercise care and wisdom when making decisions about the way we behave, so that we make choices which are good for us and others in the long term, which take care of our relationships and which demonstrate respect and self-discipline.
- 3.1.3. **Recognising the importance of fostering mature relationships.** It is important to place the physical aspects of love within a wider emotional and relational context that emphasizes dignity, trust and trustworthiness, respect, faithfulness and care, in order to nurture healthy, creative and robust relationships.
- 3.2. Our school's Sex & Relationships Education (SRE) Policy reflects statutory requirements and non-statutory guidance provided by the Department for Education (DfE) and is informed by the guidance document "Sex and Relationship Education Guidance" (ref DfEE 0116/2000). We aim to offer a wide-ranging Health Education Programme, with a strong emphasis on Personal, Social, Health & Emotional Education (PSHEE) which builds confidence and encourages a sensitive and informed discussion.
- 3.3. From an early age, we encourage children to respect and care for their own and each others' bodies and feelings, developing in them the skills needed to respond to more sensitive issues as they arise, with sensitivity, understanding and maturity.
- 3.4. Sex and Relationships Education in our school includes learning about our bodies, reproduction and puberty within the context of emotions, relationships and healthy choices. It lays the foundations for future work on sexual and reproductive health and helps to prepare pupils for the changes they will experience as they approach adulthood.
- 3.5. Sex and Relationships Education contributes to the emotional and social development of our pupils, helping them develop a secure sense of their own identity and enabling them to make positive choices as they grow into mature citizens.
- 3.6. The aim of SRE is to provide pupils with age-appropriate information, to explore attitudes and values and to develop the skills needed to make informed choices that will help them develop and sustain healthy relationships.

4. Organisation

- 4.1. We teach SRE through different aspects of the curriculum. While we carry out the main sex education teaching in our PSHE curriculum, we also teach some sex and relationship education through other subject areas (for example, Science, RE and PE), where we feel that they will help to contribute to a

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child's knowledge and understanding of his or her own body, and how it is changing and developing. Sex and relationship education is taught by classroom teachers and if appropriate, outside visitors such as the school nurse. SRE is usually delivered in mixed gender groups. However, there may be occasions where single gender groups are more appropriate and relevant.

- 4.2. As well as relationship and sex education, PSHE and Citizenship covers emotional health and wellbeing, drug education and healthy eating. The self-esteem skills and the emotional intelligence required to make healthy choices are common to all of these areas. It is seen as good practice that the teaching and learning about SRE is planned and implemented within the broader framework, rather than as a stand-alone subject.
- 4.3. In PSHE we teach children about relationships, and we encourage children to discuss issues to help them respect themselves and others, and understand difference.
- 4.4. The science curriculum (2013) ensures that we teach pupils about the parts of the body and how these work, and we explain what will happen to their bodies during puberty. For example, we tell pupils that the boy's voice will change during puberty and we explain that girls will experience menstruation. We encourage pupils to talk about their concerns and ask for help if they need it.
- 4.5. In Years 5 and 6 we place a particular emphasis on health education, as some children experience puberty at this age. We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons. Teachers do their best to answer questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how their bodies change during puberty, what menstruation is and how it can affect women, and how babies are born. We seek to do this with due regard for the emotional development of the pupils.
- 4.6. We invite parents and carers of children in Years 5 and 6 to discuss this particular programme of lessons. Parents have the opportunity to discuss the issues covered and how they are taught, and to see the materials the school uses in its teaching.

5. The teaching programme for Sex & Relationship Education

- 5.1. Every child is entitled to receive SRE regardless of their ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, or whether they are disadvantaged or looked after children.
- 5.2. It is our intention that pupils be given the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision if required.

6. Legal requirements

- 6.1. Parents/carers have the right to withdraw their children from all or part of the sex and relationship education provided at school except for those parts included in the statutory National Curriculum (2013)

7. SRE Programmes of Study

Sex and relationship education should focus on the development of skills and attitudes not just the acquisition of knowledge.

7.1. Foundation Stage

- 7.1.1. Children learn about the concept of male and female and about young animals. In ongoing PSHEE work, they develop skills to form friendships and think about relationships with others.

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7.2. Key Stage 1

- 7.2.1. Through work in Science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and PHSEE children reflect on family relationships and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.
- 7.2.2. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

7.3. Key Stage 2

- 7.3.1. In Science children build on their knowledge of life cycles and learn about the basic biology of human reproduction including the birth of a baby in Years 5 & 6.
- 7.3.2. Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In RE and PHSEE, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

8. The role of parents and carers and the wider community

The school recognises that the primary role in a child's sex and relationship education lies with parents and carers. We wish to build a positive and supporting relationship with the parents and carers of pupils at our school through good communication, mutual understanding, trust and co-operation. In particular, we wish to:

- 8.1.1. inform parents and carers about the school's Sex & Relationship Education Policy and the programme that the school follows.
 - 8.1.2. answer any questions that parents and carers may have about the sex and relationship education of their child.
 - 8.1.3. take seriously issues that parents and carers raise with teachers or governors about this Policy or the arrangements for sex and relationship education in the school.
 - 8.1.4. inform parents and carers about best practice with regard to sex and relationship education, 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, children will benefit from consistent, age-appropriate learning regarding sex and relationships.
- 8.2. **Parents have the right to withdraw their child from all or part of the Sex & Relationship Education programme, but not from those elements which are a part of National Curriculum Science.** If a parent wishes their child to be withdrawn from sex and relationships education lessons, they should discuss this with the headteacher and make it clear in writing which aspects of the programme they do not wish their child to participate in. The School complies with the wishes of parents in this regard. As part of a wider multicultural, multi-faith society, it is also important that sex and relationship education in our Church school responds intelligently to the range of understanding, needs and experiences reflected within wider society.
- 8.3. We liaise with members of the health community to support us with advice and with regard to health education. In particular, the school nurse and other health professionals, give us support with our SRE programme when necessary.

9. Child Protection/Confidentiality

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- 9.1. Teachers conduct sex and relationship education lessons in a sensitive manner. However, if a child makes a reference to being involved, or having been involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. If the teacher has concerns, they will draw their concerns to the attention of the school's Child Protection Liaison Officer and follow procedures set out in the school's Child Protection Policy.
- 9.2. The School operates a Confidentiality Policy which should also be consulted in the light of this Policy. The School will encourage pupils to talk to their parents or carers for support and advice. If the School concludes that confidentiality has to be broken because of concerns about the safety of the child or others, the pupil will be informed first that this is to be done and the reasons why, and offered support.

10. The role of the headteacher

- 10.1. It is the responsibility of the headteacher to ensure that both staff and parents are informed about our Sex & Relationship Education 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 difficult issues with sensitivity.
- 10.2. The headteacher liaises with external agencies regarding the school's Sex & Relationship education programme, and ensures that all adults who work with children on these issues are aware of the Policy, and that they work within this framework.
- 10.3. The headteacher is responsible for monitoring the delivery of this aspect of the School's education programme and reports to governors on the effectiveness of the Policy.

11. Monitoring, evaluation and review

- 11.1. The Parent & Community Committee of the Governing Body is responsible for oversight of this area of the school's teaching programme and for the Policy. Findings and recommendations are communicated to the full Governing body, as necessary for further action.
- 11.2. The Policy is reviewed annually.
- 11.3. The Parent & Community Committee will give careful consideration to issues raised by parents and other adults in relation to the Sex & Relationship education programme of the School.

12. Links with other policies

This policy is linked with the following policies:

- PSHE & Citizenship
- Equality
- Child Protection
- Behaviour
- Anti Bullying

Date:

Reviewed **March 2016**

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