

Bathwick St. Mary Church School

'Achieving excellence through the pursuit of good'



Sex and Relationships Policy

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Prepared by:	Headteacher and Staff		
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Our School Policies should be understood as part of the overall strategy of the School, and put into practice within the context of our Vision, Mission and Christian Values (**Love, Joyfulness, Respect, Forgiveness, Perseverance, Fairness**) as a Church School, with a particular focus on the promotion of equality.

Background

Although Personal, Social, Health and Economic (PSHE) education is a non-statutory subject, we believe that PSHE education is an important and necessary part of all children's education. Similarly, 'Sex and Relationship' education is currently not a statutory requirement in primary schools. However, to prepare our children to be well equipped to understand the society in which they growing up, we teach Sex and Relationship education predominantly through our PSHE education.

The latest guidance from the DfE (Department for Education) is 'Sex and Relationship Education Guidance' (0116/2000). This guidance takes sees Sex and Relationship Education as firmly rooted in the framework for PSHE. The DfE defines the programme as: "Learning about physical, moral and emotional development; 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 health." The Equalities Act 2010 requires schools to eliminate discrimination, advance equality of opportunity and foster good relations between different groups of people. This policy has been developed to ensure that our school's core Christian values of Love, Joyfulness, Respect, Forgiveness, Perseverance, Fairness are fully embedded in its outworking.

Sex education forms a statutory part of the National Curriculum for Science and as such all children have an entitlement to some basic sex education. The understanding of oneself - physically, mentally and spiritually - and of one's role in society, is a continuous process throughout life. Sex and Relationship Education is one strand which helps to develop a positive sense of self and which encourages a growing awareness and emphasis on respect for, and responsibility towards, the feelings and sensitivities of others. Sex and Relationship Education in this Church school will be seen within the Christian moral framework and context, revealing the importance of moral considerations and the value of family life.

Aims

- To ensure that all elements of Sex and Relationship Education are set within the context of a caring and responsible attitude to others and are developmentally appropriate
- To ensure that pupils are protected from materials which are inappropriate to their age and cultural background – including materials that may be accessed through the Internet

- To help children appreciate the value and meaning of loving relationships, to emphasise the value of family life
- To learn the significance of marriage and stable relationships as key building blocks of community and society
- To help children understand, at an appropriate level, the workings of their own bodies and to accept and value their sexuality as a part of their whole personality
- To help children to understand the differences between the sexes and to value and respect both sexes equally
- To help children understand the natural development of the sexes and the bodily changes that occur
- To provide reassurances that those physical, emotional and social changes that occur are natural and are to be welcomed and celebrated
- To help children understand the need for cleanliness and hygiene in respect of their bodies
- To generate an atmosphere where questions about sexuality and reproduction can be asked and answered without embarrassment, anxiety or fear on either side
- To provide children with essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and off-line
- To enable children to understand the dangers of meeting 'strangers' and of 'bad secrets' and to develop skills to help them resist such situations and seek help
- To help parents understand the nature of sex education at a primary level so that they will be aware of what will take place, be able to support children at home and be aware of opportunities for involvement and consultation
- To provide guidance and support for all teaching and non-teaching staff and outside visitors when appropriate

Education in the context of the school's Personal, Social, Health and Economic (PSHE) curriculum

PSHE plays a fundamental part in the life of the school, both curricular and non-curricular - promoting pupils' spiritual, moral, social and cultural development. Underpinning any curriculum experience is the promotion of self-esteem and confidence, which lead to the development of respect for self and for others.

We plan to teach children the knowledge necessary to enable the children to understand and value their developing level of sexuality and to prepare them for the physical and emotional changes of puberty. It is not our intention to equip children with the information necessary to engage in sexual experience. We seek to prepare our children to have the knowledge and understanding about a range of sex and relationship topics that they are faced with in modern society. This includes teaching and explaining, in the appropriate year group(s), what is meant by a variety of terminology including: contraception, safe sex, abortion, masturbation, sexting, sexual orientation and sexually transmitted diseases.

Children will be taught that in modern society there are a wide variety of attitudes to sex and relationships. We teach all sex and relationship education in the context of caring responsible relationships and the appropriateness of stable family life, including the nature and importance of marriage for family life and bringing up children. Children will be taught that there are strong and mutually supportive relationships outside marriage and as such children will learn the significance of marriage and stable relationships as key building blocks of community and society.

In order to deal effectively with sensitive and difficult issues, teachers will bear in mind the various differing points of view arising from different cultural and ethnic perspectives.

Where a child misses a particular element of sex and relationship education, teachers will consider the most suitable way of catching up with the learning.

Content

Through **Science education**, children will be taught (this content is statutory):

- Key stage 1
 - Pupils in Year 1 are taught:
 - About the different ways in which they have changed since they were a baby, including the changes to their bodies.
 - Biological names for various body parts including penis, vagina, testicles and breasts.
 - The different words families may have for these body parts.
 - Pupils in Year 2 are taught:
 - To match the correct body parts to a male and female.
 - The function of clothing to make us look nice, keep us warm and keep certain parts of our bodies private.
 - About the process of aging and the fact that this cannot be controlled.
- Key stage 2
 - Pupils in Year 3 are taught:
 - That humans reproduce and produce offspring.
 - That women have babies and that in most animals, it is also the female that has babies.
 - About the way a baby grows in its mother's uterus.
 - About the word "puberty", and that this is used to explain when a child's body turns into an adult.
 - About the importance of hygiene.
 - The biological terminology used to describe changes in boys' and girls' bodies as they go through puberty.
 - That puberty is necessary in order for the body to be able to make babies.
 - About stereotypical ideas regarding parenting and family roles.
 - Pupils in Year 4 are taught:
 - That a baby is made when sperm from a man and a woman's egg joins.
 - That they were made by a sperm and an egg and therefore have some of the characteristics of each of their parents.
 - That girls begin periods once they have entered puberty and that this is a natural process necessary to being able to one day make a baby.
 - To identify some of the changes which have already happened to their bodies (e.g. growing taller) and accepting that they cannot change these.
 - About the importance of relationships, focussing on the development of friendships.
 - Pupils in Year 5 are taught:
 - More about how girls' and boys' bodies change during puberty, including how they might feel about these changes.
 - About 'self-image' and the idea that how they see themselves is not necessarily how others see them.
 - That attraction to others of the opposite or same sex is a natural part of growing up.
 - About what terms such as "gay" mean, as and when these terms arise.
 - About different situations and scenarios represented in the world around them (e.g. same sex parents).
 - To identify things that they are looking forward to about becoming a teenager and to understand that growing up brings responsibilities.
 - That the legal age for sexual consent is 16.
 - Pupils in Year 6 are taught:
 - That babies are made during sexual intercourse.

- That having a baby is a choice which responsible adults make when they are with someone they love.
- Strategies for the development of positive self-image and self-esteem.
- To use their knowledge to answer questions their peers may have about getting older.
- The importance of looking after themselves physically and emotionally.
- The way in which being physically attracted to someone might change the nature of the relationship that they have with each other.
- About what to expect in secondary school and to discuss any worries that they might have about this transition.
- During Year 6 classes, pupils may be taught in gender-segregated groups dependent upon the nature of the topic being taught.

Through **PSHE education**, children will be taught:

- Key stage 1
 - Respect for and valuing of me and my body – and the building of self-esteem
 - The respect for and valuing of others and their bodies
 - The need for cleanliness and hygiene in the care of our bodies
 - The promotion of an atmosphere of trust and acceptance where children’s questions can be asked and answered at an appropriate level
 - The need for children to know who they can trust, and who is a stranger, what is a ‘good’ and ‘bad’ secret and how if necessary to seek help
 - Discussion of relationships – friendship and bullying.
 - Feelings
 - Differences and similarities between people
 - “Special people” (family, friends etc.,)
 - Make up of families
 - Keeping themselves and other safe (on the road, in the park, on-line etc.,
 - Recognising when people are being unkind and who to tell
 - Knowing when to say “yes” and “no” to physical contact
- Key stage 2
 - Healthy / unhealthy relationships
 - Different types of relationships & families
 - Managing risky situations
 - Appropriate / inappropriate touch
 - How to respond to all types of bullying and unkind behaviour
 - Asking for help
 - Keeping themselves safe including on-line
 - gaining an accurate vocabulary for naming both external and internal parts of the body
 - examining the functions of the male and female reproductive organs gaining an elementary understanding of how human life begins (fertilisation), grows and matures
 - understanding what menstruation is and preparing children for it.
 - Y4 Stages of Growth
 - Y5 Personal hygiene and How my body changes
 - Y6 Coping with my changing body
 - Moods and emotions
 - Changes related to puberty
 - The Y6 sessions clearly relate to sex education in a non-scientific i.e. personal context. The physiological and psychological process of puberty and issues of health and practical hygiene will be covered e.g. deodorants, towels, tampons etc. Study and discussion will follow from

material provided through the School Nurse. Opportunities for both co-educational and single sex discussion will be provided and where possible same sex leadership will be provided. Parents will be given the opportunity to withdraw their children from these sessions (please see Management).

Inclusion and equalities

We ensure that we do our best to meet the needs of all pupils taking account of the Equality Act 2010 and the need to be mindful and inclusive of the following:

- Sexuality / sexual orientation
- Gender identity
- Home background (e.g. family make-up)
- Ethnicity
- Gender
- Special educational needs and disability

We work closely with the School Nurse and other external agencies who may be involved in the school from time to time, to select appropriate approaches and resources.

Delivery of the programme

Classes may be taught in gender-segregated groups dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups. This is usually only in Year 6. All teaching will uphold the school's Christian values of Love, Joyfulness, Respect, Forgiveness, Perseverance and Fairness.

Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning.

Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly but avoid answering personal questions.

Teachers will focus heavily on the importance of marriage and healthy relationships, though sensitivity will always be given as to not stigmatise pupils on the basis of their home circumstances.

Teachers will understand that they may need to be more explicit and adapt their planning of work in order to appropriately deliver the programme to pupils with SEND. There are several teaching strategies that have been highlighted as supporting the delivery of the programme. These include: i) establishing ground rules with pupils; ii) using 'distancing' (depersonalizing) techniques; iii) knowing how to deal with unexpected questions; iv) using discussion and project learning methods and appropriate materials; and v) encouraging reflection.

The sex education videos provided by the School Nurse Team, will form part of the programme. These and other resources will be available in school and parents are encouraged to make use of opportunities provided to view them.

Where issues of abuse of a sexual nature arise, they will be dealt with in an appropriate and immediate manner. If a pupil discloses something of a personal nature, teachers will follow the procedure outlined in our school's Child Protection Policy.

Management

Parents and/or carers will be consulted and their views will be valued. We understand that the teaching of some aspects of the programme may be of concern to parents/carers. We respect the legal right of parents/carers to withdraw their child from all or part of the sex and relationship education programme, except for those statutory parts included in the science national curriculum. Parents will be notified prior to the Y5 and Y6 SRE programme taking place and invited to a Home-Link information session – advising of their intended content and methods of approach to be used. Parents should notify the school well before the sessions if they wish their children to be withdrawn. The school will invite parents voluntarily to indicate their reasons for withdrawal so that any misunderstandings about the nature of the sex education provided by the school can be resolved.

It is anticipated that the sex education programme will be taught by known regular members of staff. If appropriate, outside visitors may be invited at the discretion of the Head Teacher (e.g. nurse or a parent with newborn baby.) On these occasions the visitor will work in a team-teaching situation with a regular member of staff. The visitor will be made aware of the school's policy for sex and relationship education and will have agreed to remain within their constraints. However, when a School Nurse is in his/her professional role and are in discussion with an individual pupil, they should follow their own professional codes of conduct.

We will monitor pupils' knowledge, skills and understanding by various means including: self-assessment, peer assessment, teacher observations, quizzes and questionnaires and the Health and well-being Survey (SHUE).