

# St. Stephen and All Martyrs' CE Primary School



## Sex and Relationships Education Policy

Formally adopted Autumn 2015  
Review date: Autumn 2017

**Mission Statement:**

**In the St Stephen and all Martyrs' family we want all children to experience a happy, safe, caring Christian environment which is at the heart of the Church and the local community. Our Core Values shape daily life and relationships, creating a secure environment which enables children to learn with enthusiasm and reach their full potential.**

***"We are proud of what we do as a school – we are St. Stephen and All Martyrs***

September 2016

**Introduction:**

We have based our school's Sex and Relationships Education policy on the DfEE guidance document Sex and Relationship Education Guidance (ref DfEE 0116/2000) and the current supplementary advice "Sex and Relationships Education (SRE) for the 21<sup>st</sup> century"

In these documents, Sex and Relationships Education is defined as:

***'learning about physical, moral and emotional development. It is about 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 sexual health'.***

Sex and Relationships Education is part of the personal, social and health education curriculum in our school. While we use Sex and Relationships Education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use Sex and Relationships Education as a means of promoting any form of sexual orientation.

**Our Philosophy:**

At St. Stephen's pupils' personal, social and emotional development are supported, alongside their educational development in a highly positive school ethos. Each individual is valued and there is a safe, secure school environment which is conducive to learning, personal growth and development. We aim to provide a broad and balanced curriculum, Christian commitment and sensitivity, working in conjunction with the family and the wider community.

At St. Stephens, Sex and Relationships Education will be rooted in the Christian faith and in the school's perception of the needs of the children, where individuals are respected and valued on an equal basis. Our pupils come from varied social backgrounds, differing faiths, and both single and dual families. There are several churches in this area, attended by some families and not by others. This diversity is respected. The Sex and Relationship education (SRE) programme provided at our school will promote the spiritual, moral, cultural, mental and physical development of pupils at school and of society; preparing them for the opportunities, responsibilities and experiences of adult life.

**Aims for the Programme:**

Pupils will be taught from an early age to understand human sexuality and to respect themselves and others. They will be given accurate information which will enable them to understand difference and help remove prejudice. Traditional Christian marriage will be promoted as the fundamental building block for society and of family life and as the proper context for the nurture of children.

Life-long human friendships will be discussed, and children will learn that they are an important gift and should be honoured and cherished.

### **Our Objectives:**

We teach children about:

- the physical development of their bodies as they grow into adults;
- the way humans reproduce;
- respect for their own bodies and the importance of sexual activity as part of a committed part of a committed, long-term, and loving relationship;
- the importance of family life;
- moral questions;
- relationship issues;
- respect for the views of other people;
- sex abuse and what they should do if they are worried about any sexual matters.

### **Context:**

We teach Sex and Relationships Education in the context of the school's aims and values framework. While Sex and Relationships Education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all our work in school. In particular, we teach Sex and Relationships Education in the belief that:

- Sex and Relationships Education should be taught in the context of marriage and family life;
- Sex and Relationships Education is part of a wider social, personal, spiritual and moral education process;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect;
- children need to learn the importance of self-control.

### **The National Healthy School Standard:**

We participate in the National Healthy School Standard scheme, which promotes health education. As participants in this scheme we:

- consult with parents on all matters of health education policy;
- listen to the views of the children in our school regarding Sex and Relationships Education;
- look positively at any local initiatives that support us in providing the best Sex and Relationships Education teaching programme that we can devise.

### **Organisation:**

We teach Sex and Relationships Education through different aspects of the curriculum. While we carry out the main Sex and Relationships Education teaching in our personal, social and health education (PSHE) curriculum, we also teach some Sex and Relationships Education through other subject areas (for example, science and PE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

In PSHE we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty. For example, we tell the boys that their voices will change during puberty and we explain to the girls about menstruation. We encourage the children to ask for help if they need it.

In science lessons in both key stages, teachers inform children about puberty and how a baby is born. For this aspect of the school's teaching, we follow the guidance material in the national scheme of work for science. In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

We also deliver sessions from the following programmes:

- ❖ **Making Sense of Growing Up and Keeping Safe for KS1 and KS2**
- ❖ **Kidsafe**
- ❖ **Real Love Rocks**

In Year 6 we place a particular emphasis on health education, as many 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 all questions with sensitivity and care. By the end of Year 6, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. This is taught by the class teacher in a session for Year 6 at the end of the summer term before they leave for high school. We will always consult with parents and request their consent. to support us in the delivery of our Sex and Relationships Education.

#### **The role of parents/carers:**

The school is well aware that the primary role in children's Sex and Relationships Education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school's Sex and Relationships Education policy and practice;
- answer any questions that parents may have about the Sex and Relationships Education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Sex and Relationships Education in the school;
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- inform parents about the best practice known with regard to Sex and Relationships 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 being given consistent messages about their changing body and their increasing responsibilities.

As a fully inclusive school respecting our wide diversity parents have the right to withdraw their child from all or part of the Sex and Relationships Education programme that we teach in our school. 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 which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

**The role of other members of the community:**

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our Sex and Relationships Education programme. Other people that we can call on include local clergy, social workers and youth workers.

**Confidentiality:**

Teachers conduct Sex and Relationships Education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity/abuse, then the teacher will take the matter seriously and deal with it as a matter of child protection. They will not ask any questions but will record anything significant and draw their concerns to the attention of the school's safeguarding leads who will then deal with the matter in consultation with line with the Safeguarding policy.

**The school's safeguarding leads are:**

**Michael Cummins (Headteacher) – Safeguarding Lead**

**Anita Kobryn (Learning Mentor) – Deputy Safeguarding Lead**

**The role of the Headteacher:**

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our Sex and Relationships Education policy, and that the policy is implemented effectively. The Headteacher liaises with external agencies regarding the school Sex and Relationships Education 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, on the effectiveness of the policy.

**Monitoring and review:**

The Pupil Inclusion and Community Cohesion Committee of the governing board monitors our Sex and Relationships Education Policy on an annual basis. This committee reports its findings and recommendations to the full governing board, as necessary, if the policy needs modification. The Pupil Inclusion and Community Cohesion Committee gives serious consideration to any comments from parents about the Sex and Relationships Education programme, and will make a record of all such comments. Governors require the Headteacher to keep a written record, giving details of the content and delivery of the Sex and Relationships Education programme that we teach in our school.

Approved by the Pupil Inclusion and Community Committee on Wednesday 18<sup>th</sup> November 2015.

Signed: Headteacher

*M. Cummins*

Signed: Chair of Governors

*C. Balcer*

## APPENDIX 1

### Themes and Objectives

Content	Learning outcomes and links to the PSHE, SEAL, Science and National Curriculum through IPC Units of Study
Building self esteem	Pupils should be able to: <ul style="list-style-type: none"><li>• Show self confidence in a wide range of settings</li><li>• Recognise their own worth</li><li>• Feel good about themselves</li><li>• understand that privacy is a natural requirement for all.</li></ul>
How our bodies are changing	Pupils should be able to: <ul style="list-style-type: none"><li>• Identify the changes at puberty and use the correct terminology</li><li>• Understand why these changes occur</li><li>• Talk about ways of coping with these changes</li><li>• Understand the differences between girls and boys and their changes</li><li>• Identify common issues for girls and boys and talk about them</li></ul>
How emotions change during puberty	Pupils should be able to: <ul style="list-style-type: none"><li>• Recognise their changing emotions</li><li>• Understand the role of hormones in mood swings</li><li>• Recognise that others have the same and different feelings to themselves during these times, that is ok to feel different and to talk about it.</li><li>• Consider how they feel about their growing and developing body</li></ul>
Sexual intercourse and contraception	Pupils should be able to: <ul style="list-style-type: none"><li>• Identify the main stages of reproductions and the human lifecycle</li></ul>
Giving birth and parenting	Pupils should be able to: <ul style="list-style-type: none"><li>• Understand that their actions have consequences</li><li>• Anticipate results and adjust behaviour accordingly, realising the responsibility of looking after a baby.</li></ul>
Seeking help and advice	Pupils should be able to: <ul style="list-style-type: none"><li>• Identify people they can ask for help and places they can go for help.</li></ul>
Keeping safe	Pupils should be able to: <ul style="list-style-type: none"><li>• Understand how to keep safe in different scenarios</li><li>• Identify hazards</li><li>• Know basic safety rules (and it is suggested that they should know basic first aid).</li><li>• Understand the basic routes of infection and of how infections are transmitted</li></ul>