

**ALPINGTON & BERGH APTON
CHURCH OF ENGLAND V.A.
SCHOOL**

SEX AND RELATIONSHIPS POLICY

COMPILED BY: Michael Stowers

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APPROVED BY THE GOVERNORS: 2017

DATE FOR REVIEW: 2020

Alpington and Bergh Apton Church of England V.A. Primary School

Sex & Relationships Policy

Introduction

Date of Policy **November 2017**

Member(s) of staff

Responsible: Mrs T Osborne (Head Teacher) Mr M Stowers (PSHE Coordinator)

Review Date: **November 2020**

Background Information

Alpington and Bergh Apton Primary is a Church of England V.A. School catering for children aged between 4-11 from local villages. The children are predominantly white British and come from both single and dual parent families.

This policy was developed by the school PSHE Coordinator through a variety of consultation methods involving staff, governors, parents/carers and the Cluster parent support advisor.

Policy Statement

SRE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings (Sex Education Forum 1999).

Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

The 1996 Education Act consolidates all relevant previous legislation and states that all primary schools must provide an up to date policy that describes the content and organisation of SRE provided outside the National Curriculum Science Order. The DfE Sex and Relationship Education Guidance (2000) support this legislation and recommends that all primary schools should have a sex and relationship education programme tailored to the age and physical and emotional maturity of the children.

The SRE programme at Alpington & Bergh Apton CE VA Primary School will be taught within a framework of Christian values.

Other related policies and documents include the PSHE & Citizenship policy, SMSC Policy Anti-Bullying Policy, Drug Education Policy, Child Protection Policy, Single Equality Scheme, E Safety Policy and the Science curriculum.

Aims and Objectives

We teach children about:

- developing confidence in talking, listening and thinking about feelings and relationships
- the changes to their bodies as they grow into adults
- the scientific explanation of the way humans reproduce in the context of a consensual loving relationship
- respect for their own bodies and the importance of sexual activity as part of a committed, long term relationship within the ethos of the school's Christian values

- the importance of family life
- respect for the views of other people
- the concept of consent in appropriate contexts
- being aware of ever evolving technology and how to stay safe online
- staying safe and knowing what they should do if they are worried about any sexual matters

Moral and Values Framework

The SRE programme at Alington Primary reflects the school ethos and demonstrates and encourages the following values:

- Respect for self;
- Respect for others;
- Responsibility for their own actions;
- Responsibility for their family, friends, schools and wider community.

Effective SRE can make a significant contribution to the development of personal skills needed by pupils to establish and maintain relationships. It also enables pupils to make responsible and informed decisions about their health and wellbeing.

We teach SRE on the understanding that:

- it is taught based on the belief in the absolute worth of everyone
- it is taught in the context of marriage, long term committed relationships and family life
- it should be based on Christian principles and values, emphasising respect, compassion, loving care and forgiveness
- children's views are actively sought to influence lesson planning and teaching
- it is part of a wider process of social, personal, spiritual and moral education
- children should be taught to have respect for their own bodies
- children should learn about their responsibilities to themselves and to others, and be aware of the various possible consequences of sexual activity
- it is important to build positive relationships with others, involving trust and respect
- it should be sensitive to the circumstances of all children and be mindful of the variety of expressions of family life in our culture, and yet it should also uphold the Christian values regarding relationships

We are committed to providing a SRE curriculum that will provide the knowledge and skills to prepare pupils for some of the choices that they will have to make in later life.

Equal Opportunities Statement

The school is committed to the provision of SRE to all of its pupils. Please refer to our Single Equality Policy. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where pupils with Special Educational Needs are given extra support from staff.

Content

SRE is taught through different aspects of the curriculum, including PSHE, Science and through stories and RE/Collective Worship. In Early Years the curriculum includes

education about relationships with a focus on friendship and the building of self-esteem. Understanding the world covers simple life cycles.

In KS1 children continue to build on the work in Early Years and focus on friendship and self-esteem. We teach children about the main parts of the body and how to keep their bodies safe and healthy. Children learn that animals, including humans, have offspring which grow into adults.

In KS2 children learn to describe the differences between the life cycles of various animals and to describe the life processes of reproduction in plants and animals. They continue to develop relationship skills, confidence and responsibility this supports preparing children to become active citizens, developing a healthy and safe lifestyle, learning to respect differences and develop good relationships.

In PSHE we teach children about relationships and encourage them to discuss issues that may concern them. In Years 5 and 6 we teach SRE in more detail. We teach about the parts and functions of the body and explain what will happen to their bodies during puberty. We encourage children to ask for help if they need it. Most sessions are taught together but where appropriate, lessons are taught in single gender groupings. Nonetheless all children will learn about changes which occur in both genders through puberty. By the end of KS2 we ensure that boys and girls know how babies are born, how children's bodies change during puberty, what menstruation is and how it affects females. We always teach this with due regard for the emotional development of the children

Teachers do their best to answer all questions with sensitivity and care. We provide a question box for children in Years 5 and 6 during SRE lessons to allow children to write questions that they may be too embarrassed to ask in front of other children. Teachers can cover 'real issues' that the children may have and avoid irrelevant questions.

Organisation

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of SRE in school.

- Visitors are invited in to school because of the particular expertise or contribution they are able to make;
- All visitors are familiar with and understand the school's SRE policy and work within it;
- All input to PSHE lessons are part of a planned programme and negotiated and agreed with staff in advance;
- All visitors are supervised/supported by a member of staff at all times;
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

Elements of the sex education in the science curriculum are assessed formally. Evaluation of the SRE programme outside the science order is conducted using a variety of informal activities which have been built into the programme.

Alpington Primary School believes in the importance of training for staff delivering SRE. Staff are encouraged to access appropriate training and support to help them deliver effective SRE and handle any difficult issues with sensitivity.

Specific Issues within SRE

Withdrawal

School is aware that the primary role in children's SRE lies with parents and carers and we wish to build a positive and supporting relationship with parents and carers through mutual understanding, trust and cooperation.

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. Those parents/carers wishing to exercise this right are invited in to see the Headteacher 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

Teachers conduct SRE lessons in sensitive manner and in confidence

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 coordinator who may confer with the headteacher before any decision is made. The matter will be dealt with in line with the Safeguarding policy

The child will be supported by the teacher throughout the process.

Safeguarding including Child Protection

The school has a separate Safeguarding including Child Protection Policy. Effective SRE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

Controversial and Sensitive Issues

Staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Dealing with Questions

Both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the DSL if they are concerned.

Sexual Identity and Sexual Orientation

Alpington Primary School believes that SRE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Any homophobic bullying would be dealt with strongly yet sensitively.

Dissemination

A copy of this policy is available from the school office on request from parents. A short summary of the policy is included in the school prospectus.

Review

This policy will be reviewed in 2020 or earlier if necessary to ensure it is in line with the government's new proposed legislation.