

School Policy	
School	St Martins school
Name	Relationships and sex education policy
Statutory Policy	yes
Members of Staff Responsible	Headteacher /SLT.
Date of Review of current document , term / year	Summer 2018
Review Cycle	2 Years
Website	Yes
Approval body.	Local Governing Body
Legislation/ dfe guidance doc.	DfE guidance document Sex and Relationship Education Guidance (ref DfE 0116/2000). Sex and Relationship Education (SRE) for the 21st century Supplementary guidance developed by the PSHE Association, Brook, and Sex Education Forum.
Trust policy	No
Stakeholders; staff / students / parents / community	staff / students / parents / community
Other policy to be taken account of	Teaching and Learning.

Introduction

The school's philosophy is to provide a stimulating and caring environment in which each child may experience high standards of education and preparation for the future, working in partnership with parents and the local community. The Policy for Relationship and Sex Education is written in accordance with this philosophy.

We have based our school's sex education policy on the DfE guidance document Sex and Relationship Education Guidance (ref DfE 0116/2000). We refer to RSE (Relationship and Sex Education); we place the emphasis upon relationships, supporting pupils understanding and skill in developing positive and healthy relationships. In this document, sex education is defined as 'learning about physical, moral and emotional development. It is about understanding the importance of stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health'. RSE is part of the personal, social and health education curriculum in our school. While we use sex 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 education as a means of promoting any form of sexual orientation or sexual behaviour.

Ofsted 2002 recommendations have informed our policy and practice, in particular 'A caring and developmental SRE programme needs to be more than just biology and the fundamentals of reproduction.' Young people want reassurance about their body image, behaviour, feelings and relationships. They also need knowledge and skills appropriate to their level of maturity and developmental needs.

Our policy and practice is based upon national guidance and is consistent with Shropshire Council recommendations. It is cross referenced and consistent with the following school policies:

- PSHE Policy
- Equal Opportunities Policy
- Behaviour Policy
- Anti-Bullying Policy
- Child Protection Policy
- Confidentiality Policy
- Equal Opportunities Policy
- Vision and Ethos of School
- The Health and Safety Policy

Equal Opportunities

At St Martins School the notion of equality of opportunity is highly valued. The sex education curriculum should offer children the opportunity to clarify and develop their attitudes and values relating to:

- gender roles
- stereotyping

Taking into account the following equality issues:

- sex
- race and culture
- disability
- ability e.g. differentiation
- religion
- sexual orientation
- RSE education may help to counteract certain assumptions and influences in society such as:
 - females being more passive than males;
 - women always being the homemaker;
 - men always working as the “breadwinner”
 - males being aggressive and dominant.

1.5 Moral and Values Framework

The Sex and Relationships Education Policy will be sensitive towards the established morals and values framework of all the major world religions and philosophies. The Sex and Relationships Education Policy will be complimentary with the Religious Education Policy and the Personal, Social and Health Education Policy.

1.6 The Social, Ethnic and Religious Mix of the School

We aim to fulfil the educational needs of the children who are represented in the local community. The children come from a varied cross section of the local community and represent different social, ethnic and religious values, beliefs and customs. The ethnic mix is small but the need to bear this in mind is always with us.

1.7 Disability

If the school has any children with special needs who require special assistance their needs will be fully considered. Their parents will be consulted.

2. Whole School approach

2.1 It is our belief that sex education is the responsibility of all staff and should be an integral part of the teaching and learning process in order to prepare children to cope with the physical and emotional challenges of growing up and give them an elementary understanding of human reproduction. It should be provided for all children including those with physical, emotional or learning difficulties. We believe it should encourage the exploration of values and moral issues, along with considerations of sexuality, sexual health and relationships. It should develop decision-making and communication skills, foster self-esteem, self-awareness and respect for oneself and others.

2.2 Questions will be responded to as they arise in a straightforward way, giving simple and correct information, using correct terminology for body part and functions appropriate to the age of the child. This includes questions in sensitive areas, such as HIV, AIDS and abortion which may arise during the work undertaken through the scheme of work. School staff have the right not to feel under pressure to answer difficult questions on the spot and will use distancing techniques such as referring the question to a question box, allowing time for discussion about the most appropriate way to answer.

2.3 Any concerns arising concerning a child or any indications that a child or children are at risk of harm or in danger will be discussed with the head teacher or child protection lead in accordance with the Child Protection policy.

3 Definition and Scope

This policy covers all the sex and relationships education provided by the school. It therefore has three main strands: the provision of formal sex and relationships education through the school curriculum, the provision of advice on sex and relationships through formal and informal pastoral support, and the provision of advice on issues of sex and relationships through the CHAT service.

4 Aims

RSE in the Primary Dept. is mainly taught through part of the personal, social and health education curriculum. This is integrated within the wider school curriculum and complements and overlaps with the general ethos and life of the school.

In planning and presenting our RSE programme we provide the opportunity for pupils to express themselves within a trusted and safe environment, following agreed ground rules. We want to reassure children of their value and self-worth including aspects of dignity, self-respect and self-restraint, help them to have a responsible attitude towards personal relationships including mutual respect and care and to develop sensitivity towards the needs of others, provide knowledge of loving relationships and human reproductive process.

We aim to inform children on matters of personal hygiene and related health issues, encourage exploration of values and moral issues taking into account physical risks associated with certain behaviour, educate against discrimination and prejudice and help prepare children to make informed choices about sex and relationships.

We offer a planned and appropriate scheme of work. The aims of our sex and relationships education policy are to:

Give accurate and objective information and dispel some of the mixed messages which

children may have received from a variety of sources from pre-school onwards. This information will be presented in the context of family life, of loving relationships and respect for others as well as their own bodies.

work with parents to provide a well balanced viewpoint on all aspects of sex education for children so that their social, emotional and physical health is safeguarded, and thus benefit each family and every member in it.

Foster a culture of acceptance and openness where questions and discussion can take place without embarrassment. It is expected that within each classroom with the class teacher such a supportive environment will already exist.

Develop skills in personal relationships e.g. communication, assertiveness, decision-making, and build and develop self-esteem by helping children to understand their responsibilities, rights, opportunities and choices.

- 4.5 enable students to understand and be in control of their emerging sexualities;
- 4.6 give students accurate knowledge and information about human sexual behaviour (including education on contraception and sexually transmitted diseases);
- 4.7 foster self-esteem, self-awareness, a sense of moral responsibility and the skills to avoid unwanted sexual experiences;
- 4.8 promote the importance of committed stable relationships such as a good marriage;
- 4.9 inform students of the possible emotional, medical, social and economic consequences of premature sexual activity;
- 4.10 encourage the exploration of values and moral issues and counter prejudice and discrimination on the grounds of sex or sexuality

Provision and Organisation

The PSHE and RSE Curriculum

- 5.1 In the Primary department the main delivery of RSE is through PSHE, but some aspects are also taught through other subject areas such as science and PE. It is taught by the class teacher, and where possible a TA or other member of staff to provide a gender balance, whenever possible. Some elements will be taught using *single gender small group work and Year 6 will be taught separately*. The school nurse will be asked to support by offering question and answer sessions where possible.

In PSHE we teach pupils about relationships and encourage children to discuss issues. We encourage children to ask for help if they require it, providing reassurance that change is part of life's cycle.

In science lessons in Key Stage 1 the children are taught about how to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense and to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. In KS2 the children are taught notice that animals, including humans, have offspring which grow into adults. To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird and to describe the life process of reproduction in some plants and animals. To describe the changes as humans develop to old age.

We teach children about:

- the physical development of their bodies as they grow into adults, reassuring them that such changes are normal and the correct terminology for body parts;
- the need to discuss sex education issues, at home or school, without embarrassment;

- counteracting misleading or false information and challenging sexism or prejudice;
- the way humans reproduce;
- respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
- the importance of family life and proper care of all young creatures;
- moral questions;
- relationship issues, including issues of self-esteem and assertiveness;
- equal opportunity issues;
- exploring attitudes and emotions;
- respect for the views of other people;
- Sex abuse and what they should do if they are worried about any sexual matters.

5.2 In Years 7 and 8 this will be incorporated within the Integrated Humanities programme. In Year 9 it will be taught as a discrete subject. Throughout Key Stage 3 these lessons will be supplemented by activities in the Curriculum day programme. In Years 10 and 11 PSE will be taught as a discrete subject with 1 lesson a week. The PSE curriculum, will address issues of relationships including bullying, friends & family and personal safety in year 7, through years 8 and 9 the curriculum will cover marriage, personal values, chatting online diversity and discrimination and sexual health, HIV and Aids. SRE in years 10 and 11 will cover consent, pornography, personal values and the differences between healthy and unhealthy relationships. The science curriculum will include those aspects of human reproduction which are included in the National Curriculum for science. There is no right to withdraw students from these aspects of the National Curriculum. Other subjects (e.g. English, Creative Arts) will seek and take opportunities to explore issues of human relationships as appropriate. In the course of such teaching direct questions are likely to be asked by students. Teachers should aim to give accurate and honest answers to such questions except in situations where they judge the content of such an answer to be inappropriate to the age and the maturity of the students involved. Teachers should not be drawn into discussing their own or other people's sexual behaviour.

5.3 *Pastoral Support*

Pastoral support is provided through the tutorial system, the inclusion service and, more informally, through the network of supportive relationships between students and members of the teaching and non teaching staff. Members of staff should only give advice on matters of sex and relationships within the limits of their own training, understanding and confidence and should, where appropriate, seek advice from another colleague if necessary. Students may, on occasion, seek advice or information about emergency contraception. Such advice must only be given on advice from the student's Year Coordinator, an Inclusion worker or a member of SLG who will consult with at least one other colleague before giving advice directly or indirectly to the student concerned.

5.4 *The CHAT service*

The CHAT service provides access to health professionals which students can turn for advice on a range of issues. Health professionals will give advice on a range of medical, sexual and relationship issues including sexually transmitted diseases. Subject to the satisfactory application of the competency protocol

this can enable students to access to contraception and STI screening.

5.5 *Duty of Care – Child Sex Abuse Procedure*

All members of staff have a duty of care to alert the designated teacher for Child Protection if students disclose information which, in the professional judgement of the member of staff (and taking into account the age and maturity of the student and any sexual partner), suggests that the student, or any other young person, could be considered at risk of harm.

The Child Protection Procedures as laid down by Shropshire Council will be followed. All referrals, whatever their origin must be taken seriously and must be considered with an open mind, which does not pre-judge the situation. The procedures adopted for handling cases of neglect, physical, emotional, sexual abuse and failure to thrive involving children and young persons, are based on the principle that the interests and welfare of the child or young person are of paramount importance.

Confidentiality must not prevent action if the child is 'at risk'. Teachers will listen sympathetically to anything a child tells them in confidence. However, if a teacher feels that a child is at risk then the appropriate people will be contacted in accordance with the above Child Protection Procedures, a copy of which is available for parents in school.

For further guidance refer to the specific policy on Child Protection

Home/School Partnership

6 It is hoped that the school curriculum and the ethos of the school complements and enhances home teaching and values, giving due regard to the value of family life loving and stable relationships.

6.1 We provide parents with opportunities to discuss the school's policy and practice.

6.2 Parents will be informed about the timing of the delivery and offered an opportunity to look at resources. Parents are encouraged to discuss and ask questions.

6.3 Under the terms of the 1993 Education Act, parents have the right to withdraw their child from part, or whole of the RSE programme that does not form part of the national curriculum. If a parent wishes to do this they should discuss this with the head teacher. We would encourage parents to discuss any concerns at the earliest opportunity with form teacher and head. The Head will discuss the implications and likely consequences of withdrawal from the non-statutory part of the curriculum.

6.4 Parents should make it clear which aspect of the programme they do not wish their child to participate in and put this in writing. Parents will be encouraged and resources made available to provide RSE at home and to say follow up discussion. In the event of a child being withdrawn from a lesson the child must stay in school and will be assigned to another class until the sex education lesson is over.

7 Implementation

7.1 Governors are responsible for:

- Keeping this policy under review, taking account of the views of parents and the wider community, through feedback and parent surveys.

7.2 The Headteacher is responsible for ensuring that:

- Sex and relationships education is effectively taught in the school curriculum.
- formal and informal pastoral support for students follows the guidelines set

out above

- The CHAT service follows the guidelines set out above.
- Parents know what will be taught in Sex and Relationships education and that they have the right to withdraw their children from part or the entire programme.
- staff and parents know about and have access to this policy
- Staff have opportunities for appropriate training to develop the skills they need to fulfil their responsibilities under this policy.
- The policy is reviewed, monitored and accepted by Governors.

7.3 Members of the Primary Dept. and Humanities team are responsible for:

- planning and delivery of the SRE curriculum

7.4 All members of teaching and non teaching staff are responsible for:

- Ensuring that they know and understand this policy and their responsibilities under it.
- Undertaking any training which may be required for them to undertake their duties effectively.
- Paying particular regard to the requirements for professional conduct.

Complaints Procedure

8 If parents have any cause for concern about the Sex Education Policy they will be

8.1 asked to come into school to resolve the problem. In the unlikely event that the concern cannot be dealt with the Governors can be contacted via the Complaints Procedure.

9 Monitoring and Review

9.1 The impact of this policy will be monitored through:

- formal and informal student feedback
- feedback from parents
- feedback from partner agencies
- analysis of outcomes including incidences of teenage pregnancies
- external feedback e.g. from LA or OFSTED

9.2 The Headteacher will report the outcome of this monitoring to the local governing body on regular basis as per the agreed review cycle.