

St. Maxentius C.E. Primary School



Sex and Relationship Education Policy

Agreed on 5.12.18. by the LGB

The Governors and staff at St. Maxentius C.E. Primary School has a responsibility to meet the educational needs of all pupils and a sex education programme should be included within the school curriculum. Many children are likely to be aware of sexual issues through television, videos and the newspaper. This may result in misunderstanding and distorted information. In view of the current debate about sexual matters and the current sensitivity to sexual abuse the Governors and staff feel that it is very important that pupils are given clear information about sexual matters.

The sex education programme should be part of the school's discrete delivery, although it is anticipated that questions and issues will arise spontaneously and there will be informal seeking of advice.

The sex education programme will be delivered in the school within a moral, family orientated and Christian framework.

Christian Expectations of Guidance on Sex and Relationship Education

- ❖ Pupils should be taught from a very early age to understand human sexuality and to respect themselves and others. They should be given accurate information. This will enable them to understand differences and help to remove prejudice.
- ❖ Human sexuality finds perfect expression within a loving long term relationship.
- ❖ Traditional Christian marriage should be encouraged as the building block of society and of family life.
- ❖ Pupils have the right to develop without being subject to any physical or verbal abuse about sexual orientation or to the encouragement of sexual activity.
- ❖ Life-long human friendships are an important gift and should be honoured and cherished.

Aims

Sex and relationship education is part of the wider responsibility of the school to help individuals to develop. It is an integral part of the wider school policy to promote in pupils :-

- ❖ Positive and secure personal identity and sense of their own value, regardless of family background, gender (natural or reassigned), race, ethnicity, nationality, age, ability or disability, sexual orientation, physical appearance, social background, special educational need, religious or cultural background
- ❖ Attitudes of respect and concern for others
- ❖ Grasp the Christian values of acceptance and forgiveness and to aim to reconcile differences
- ❖ Proper attention to moral considerations and the value of family life

The school sex education programme aims :-

- ❖ To encourage children to appreciate that sexual feelings and activity are an integral part of loving relationships
- ❖ To prepare children for, and enable them to cope with, the changes to their bodies, instincts and feelings as they enter puberty, and to understand the changes to the bodies, instincts and feelings of the opposite sex
- ❖ To provide information which is clear and appropriate to pupils' age and maturity; to offer an acceptable and accurate vocabulary for discussing their bodies.
- ❖ To provide an opportunity for children to become confident in talking and discussing honestly, openly, appropriately and responsibly about sexual matters
- ❖ To teach in such a way as to promote a sense of personal value and self-respect in all children irrespective of their regardless of family background, gender (natural or reassigned), race, ethnicity, nationality, age, ability or disability, sexual orientation, physical appearance, social background, special educational need, religious or cultural background
- ❖ To teach personal safety
- ❖ To teach about the development and needs of babies

Teaching and Learning Methods

The scheme of work for Sex and Relationship Education is delivered in a variety of ways, including

- ❖ Classroom lessons, topics, the use of 'story time', 'circle time' etc.
- ❖ Aspects of National Curriculum Science (KS1 and 2) which deal with life processes and living things
- ❖ Collective worship and assemblies
- ❖ Aspects of the Diocesan RE syllabus
- ❖ The invitation of suitable visitors

Early Years

In the Early Years, Sex and Relationship Education is delivered through coverage of the Early Learning Goals which focus on relationships with adults and other children.

Key Stages 1 and 2

The school aims to deliver similar topics to classes at the same time so there is a feel of a whole school approach to Sex and Relationship Education. The scheme is delivered so that the style of classroom activities reflects children's intellectual, emotional, moral and spiritual maturation. A broad strategy is to raise topics in the classroom before children pick up messages of a kind that the school might wish to challenge, from the media and through social experience generally.

From Reception to Year 5, pupils are taught about relationships and issues surrounding 'balance of power' will be addressed through and regarding friendship groups. In Year 5, the scheme overtly teaches pupils about sexual relationships (emotional and physical), sexual exploitation (where the balance of power in relationships is covered), and LGBT. These subjects are dealt with sensitively and appropriately for the age of the pupils. In Year 6, the teacher will review these areas and address any new concerns the pupils may have.

We will teach about appropriate behaviour on social media and when messaging/texting and what can be considered to be sexual harassment.

The scheme contains factual information that must be accurately and sensitively transmitted, but the general approach involves pupils in discussion wherever possible but this is carefully managed. A range of reference works, video and other visual material is used to provide variety and balance.

The school's scheme of work will set out the detailed teaching content, based on these principles. The school planned and selected the content after taking advice from the LA, local NHS representatives and careful consideration by the staff and governing body. The scheme will be available to parents on request.

The school's staffing policy is to appoint teachers with a Christian commitment and that class teachers will deliver the sex education programme.

At times when sensitive issues may arise, the school, where practicable, adopts the practice of having two adults in the class so they can respond more easily to the questions children may raise.

From time to time, this school uses visitors to contribute to sex education. Such visitors will be suitably experienced and qualified to support the school's programme. They may include members of the NSPCC team, persons recommended by the Diocesan Board of Education, health professionals and the school nurse. A teacher remains in the classroom when visitors are with the children.

Pupils will be made aware that sexual harassment or sexual violence will not be tolerated and will not be dismissed as 'banter', 'part of growing up', 'just having a laugh', or 'boys being boys'. (KCSIE 2018)

Safeguarding

Pupils may raise issues of sexual exploitation, sexual abuse, sexual harassment or sexual violence. This may include concerns about inappropriate behaviour on social media and when messaging/texting. Where there are concerns

raised, the teacher will inform the DSL who will implement the school's Safeguarding and Child Protection policy and, where necessary, contact social care and/or the police.

Female Genital Mutilation

FGM is illegal in the UK and staff in school have a statutory duty of care to safeguard children. Guidance for staff who have concerns regarding a specific child which they feel may have undergone FGM or may be about to undergo FGM is specified in the Child Protection Policy. All staff are provided with training to assist them to identify pupils who have undergone FGM or are at risk of FGM. Children from Reception upwards are taught that it is unacceptable for anyone to hurt them physically and that any operations they may have would have required a visit to their GP first. They are taught that it is unacceptable for anyone to touch their genital area, even parents, unless there is a specific reason. Children are taught that a parent should be present if medical staff should need to examine them.

Equal Opportunities and Diversity

Pupils are taught either in their usual class, or in smaller groups

Boys and girls are taught together except where there are particular reasons for separation. The school considers it important for both sexes to begin the long endeavour to understand each other's needs.

The school tries to familiarise pupils with ways in which perception of gender differences may sometimes limit children's opportunities or distort their view of themselves and of others. The school seeks to emphasise that a Christian view of each individual as created in God's image precludes any form of prejudice, discrimination or stereotyping which denies that unique individual worth.

When teaching pupils with disabilities, teachers will take their needs into account and will deal sensitively with the issues which may arise, as with all other pupils. If the pupil has a disability which the teacher feels may provoke questions above and beyond what pupils would normally ask, in particular with a physical disability, parents will be contacted prior to teaching sex education and a joint decision will be made regarding what would be acceptable for the class to discuss as a whole. However, where possible, we feel it would be better to maintain open and honest discussion within the remit of this policy.

Pupils will be given the same opportunities to discuss sex and relationships and to ask questions and will be treated fairly, in line with this policy, regardless of family background, gender (natural or reassigned), race, ethnicity, nationality, age, ability or disability, sexual orientation, physical appearance, social background, special educational need, disability, religious or cultural background.

Sensitive Issues Requiring Special Consideration

Sometimes children will, in the classroom, ask an explicit question on a topic which may lead into sensitive, difficult or controversial areas. It is the policy of the school that such questions do not have to be answered directly or immediately. The teacher may answer the child later or decide to refer the question to parents. The school expects teachers to use their professional skills and discretion in such cases, and always to keep in mind the age and maturity of the child, as well as the aims, values and procedures set out in the policy document. If a teacher is concerned or in doubt he/she will first consult the PSHE co-ordinator or the headteacher. The school will normally seek to inform parents when such a question is asked.

In some cases, a question may indicate that a child may be at risk or in danger, in which case the DSL would be informed and appropriate action will be taken in accordance with the school's written policy and procedure for Child Protection. This also means that if a child puts a private question to a teacher or other member of staff and request secrecy, no promise of secrecy or confidentiality will be given but with the reassurance that any steps taken will always be in the child's best interests.

Resources

Any materials – such as books, pictures, videos – used in class or assembly or for children to use in the library are available to parents to see before their children begin the programme.

Right of withdrawal

Parents have the legal right to withdraw their child from all or any part of the school's programme for Sex Education, except the parts which are required by the National Curriculum Science orders.

We ask that any parents who may be considering the exercise of this right should first make an appointment with the Headteacher to discuss what the decision may involve.

Monitoring and Evaluating the Scheme

There will be a formal review after one year, involving members of the governing body and consultation with parents to check the extent to which the programme is being delivered effectively and whether or not modifications are needed.