



**HIGHER
WALTON
C. OF E. PRIMARY
SCHOOL**

**SEX AND
RELATIONSHIPS
POLICY**

SEX AND RELATIONSHIP POLICY

VISION

Life in all its fullness (John 10v10)

MISSION STATEMENT

Higher Walton CE Primary School aims to raise standards within a caring and supportive environment based upon the Christian ethos.

VISION

Higher Walton CE Primary School respects each child as a unique child of God, loved and accepted, in an ethos that encourages and celebrates our uniqueness. We endeavour to provide opportunities for children to develop holistically, with a life and moral code based on Christian values and teaching.

Staff seek to act as role models, adopting a way of life based on Christian principles, which both respect the human body and seek to ensure health and well-being.

We recognise that our pupils and staff have a range of experiences of family life and parental relationships, and seek to affirm and value all members of the school community and help them to cope with their experiences. We also seek to share something of the love, commitment and security which we believe are possible in family life.

DEFINITION

“Sex and Relationship Education is the lifelong learning about physical, moral, and emotional development. It is about the understanding of 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.”

DFES guidance July 2000.

PRINCIPLES

The Diocese of Blackburn and North Lancashire Methodist District recommend that primary schools include Sex and Relationship Education in their curriculum. At Higher Walton C of E Primary School, Sex and Relationship Education will be rooted in the Christian faith and in the schools perception of the needs of all the children, where individuals are respected and valued on an equal basis. Our pupils come from varied social, family and faith backgrounds, from both single and dual parent families. This diversity is respected.

The DfES guidance on Sex Education (July 2000) recommends that “Pupils should learn about the significance of marriage and stable relationships as key building blocks of community and society”. Christian teaching holds that marriage is the best context for family life and bringing up children.

At Higher Walton C of E Primary School we believe that we are all part of God’s family and we value and respect all children. We believe that the ideal family life for children is one that provides unconditional love, commitment and security. Children’s happiness and well-being is of paramount importance. Regardless of their background, pupils will be accepted and cherished within the school. We will seek to provide a safe and secure environment in which marriage and other human relationships can be explored.

Teachers and all those contributing to Sex and Relationship Education are expected to work within an agreed values framework as described in the school’s policy, which is in line with current legislation.

Partnership with parents is considered vital in maximising the success of the programme as an integral part of the learning for pupils at our school.

Accountability for the implementation of the Sex and Relationship Education Policy rests with the Governing Body.

The school recognises the legal right of parents to withdraw their children from SRE, other than that delivered through National Curriculum Science.

THE IMPACT OF THESE PRINCIPLES UPON CHILDREN

In a caring, supportive Christian ethos, children will be:

- Physically healthy, with access to health promoting physical activities
- Spiritually healthy, with opportunities to be nurtured in their faith and to respect those with a different faith or no faith position
- Mentally healthy with support, enrichment, opportunities to reflect, and a balance of intellectual and practical activities
- Emotionally healthy, developing self-worth, well-being and empathy towards others
- Socially, morally and culturally healthy with a code of conduct and values based on Christian principles
- Sexually healthy, understanding their own sexuality, the need for self care and why they should have respect and responsibility for the well being of others
- Able to understand how to look after their bodies and how to make informed decisions about ways of living

Sex and Relationship Education is an integral part of the wider school curriculum policy, seeking to develop in pupils

- A positive and secure personal identity and sense of their own value
- Attitudes of respect and concern for others, founded on Christ's example
- Acceptance of those with differing beliefs
- Ability to challenge behaviours and attitudes which exploit others
- Reconciliation and forgiveness

The school Sex and Relationship Education programme should

- Encourage children to appreciate that sexual feelings and activities are an integral part of human experience and an expression of God's creative love
- Present children with Christian views of sexual relationships and of their place in lifelong commitment
- Prepare children for, and enable them to cope with changes to their bodies, instincts and feelings as they enter puberty, and to understand the changes to bodies, instincts and feelings of the opposite sex
- Provide information that is clear and appropriate to the pupils' age and maturity, and to offer an acceptable and accurate vocabulary for discussion about their bodies

AIMS:

Attitudes and Values

- To develop skills, attitudes and understanding underpinned by Christian values
- To learn the importance of values and individual conscience and moral considerations
- To learn the value of family life and relationships in which children grow
- To learn the value of respect, love and care
- To learn about friendship, bullying and building self esteem
- To consider moral dilemmas
- To develop critical thinking as part of decision making
- To offer the opportunity for children to examine sexist attitudes and stereotyping
- To clarify their own attitudes in respect of gender

Personal and social skills

- To enable children to become aware of their own emotions and how to understand, accept them and respond appropriately
- To develop self- respect and empathy for others
- To increase children’s confidence in forming, maintaining and making choices about relationships
- To enable children to assess, understand and resist peer and social pressures, taking responsibility for their actions
- To provide the context for the development of a positive self image

Knowledge and understanding

- To learn and understand about physical development
- To understand about reproduction, emotions and relationships
- To learn about puberty and how a baby is born
- Through the provision of accurate information children will be able to understand difference and help remove prejudice
- To develop in pupils the concept of personal safety

Spiritual

- To develop children’s notions of self-esteem and self worth, and being a unique creation of God
- To provide opportunities for pupils to explore the meaning and value of life, and give some appreciation of the value of family life

TEACHING SEX AND RELATIONSHIP EDUCATION

A) Within PHSE

Sex and Relationship Education should be supported by Personal, Health and Social Education . This will ensure that children receive their sex education in the wider context of relationships and are prepared for the opportunities, responsibilities and experiences of adult life.

SRE will ensure that all children:

- Develop confidence in talking, listening and thinking about feelings and relationships
- Are able to name parts of the human body and describe how their bodies work
- Can protect themselves and ask for help and support
- Are prepared for puberty

In our school PHSE curriculum, SRE is supported in the following topics:

Y1/2 – How do we feel and show feelings; Who helps us keep safe; How can we be healthy; What makes us special

Y2/3 – How do we show and describe feelings; What is the same and different about us; What are our rights; What are our safety rules

Y4/5 How do we grow and change, What choices help my health, What is diversity

Y5/6 What makes a happy relationship, What are human rights, How do we grow and change, What makes a loving relationship, How can we stay healthy, How can I manage risk and resist pressure

B) Within Science

Opportunities arise within National Curriculum science to prepare children, as follows:

Key Stage 1

- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- That humans and animals can produce offspring and these grow into adults

Upper Key Stage 2

- describe the life process of reproduction in some plants and animals.
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- describe the changes as humans develop to old age.

Relevant Issues to be dealt with:

Puberty

Body changes will be covered during science and PHSE lessons, in particular during the rolling programme dealing with healthy living and the human body, and Y5/6 PHSE topic “How do we grow and change” Separate sessions can be arranged for boys and girls.

The school nurse provides 1:1 advice in school for Year 6 children on this issue or any other health issue, where requested as part of their annual Health Needs assessment. Parental consent is sought by the nurse for this service.

Menstruation

Girls need to be prepared for this and the school nurse again provides 1:1 advice if requested.

Contraception

There may be occasions when a primary school teacher may be approached by a child seeking advice. The school’s safeguarding policy should then be followed.

SENSITIVE AND CONTROVERSIAL ISSUES¹

If a child asks a question which teachers feel is sensitive or controversial, they will explain that this is a matter not dealt with in school, and that the child should consult his/her parent for an answer. The school will normally seek to inform parents when such a question is asked.

CONFIDENTIALITY

We need to be aware that effective SRE may lead to a question or request for advice which indicates the pupil to be at risk or in danger, in which case appropriate action will be taken in accordance with the school’s written policy and procedure for Child Protection. Children should be given appropriate support, and need to be reassured that their best interests will be maintained. However they need to know that teachers cannot offer unconditional confidentiality. This also applies if a pupil puts a private question to a teacher or other member of staff.

TEACHING STRATEGIES

We need to enable the children to develop confidence in talking, listening and thinking about SRE. Ground rules need establishing for discussions.

- No one (teacher or pupil) will have to answer a personal question
- No one will be forced to take part in a discussion
- Only correct names for body parts will be used
- Meanings of words will be explained in a sensible and factual way

WORKING WITH PARENTS

We need to work in partnership with parents to ensure effective SRE. School will build on the initial SRE that has been provided by parents to ensure children can cope with the emotional and physical aspects of growing up. School should consult parents regularly about the content and delivery of SRE. School’s provision should complement and support the parental role.

WORKING WITH THE WIDER COMMUNITY

People in the community have much to offer in the delivery of SRE. These include health professionals, social workers and youth workers. These people bring a new perspective and offer specialised knowledge, experience

¹ Eg. Rape, Oral Sex, Exploitative sexual practices, Incest, Abortion, Prostitution, Masturbation

and resources. These people must be made aware of the school's policy and should abide by it. Parents should be made aware of the involvement of the wider community.

LEGAL REQUIREMENTS

It is the statutory responsibility of the Governing Body to decide whether or not a Primary School should teach Sex Education and, if it does, to approve the policy and teaching syllabus. A statement of their decision must be included in the school prospectus. All schools must teach the biological aspects laid down in the Science national curriculum at each key stage. SRE, where provided, must be given in such a manner as to encourage pupils to have due regard to moral considerations and the value of family life. Staff should be involved in discussions, and parents fully consulted.

RIGHT OF WITHDRAWAL

Parents have the legal right to withdraw their child from all or any part of the School's programme for SRE, except those elements which are required by the Science National Curriculum programmes of study.

Parents who may be considering exercising this right should first make an appointment with the Headteacher to discuss what such a decision may involve.

MONITORING AND EVALUATION

Day to day monitoring is the responsibility of the PHSE coordinator. All staff are involved in regular monitoring to determine the effectiveness of the policy and its impact on children. The policy is reviewed every 3 years by the Ethos and Pupil Welfare committee of the Governing Body in the Summer term.

This policy has been produced in consultation with the staff and reflects current practice. It should be read alongside other school policies including PHSE policy.

L.Downey

November 2007

Reviewed by V Buckley

May 2012

Updated with curriculum changes, changes to health provision, checked for current diocesan guidance - J Headle May 2019

This policy will be reviewed every three years by the Governors' Ethos and Pupil Welfare Committee. It was last reviewed and agreed on 15th May 2019