



Sex and Relationships Education Policy- A Christian
Perspective

July 2016

Aims

At St Aidan's we aim to provide a safe, caring Christian environment with a high level of pastoral care for all members of our school community.

All our pupils are unique individuals and, using Jesus's example, we aim is to develop the full potential of each and every child in our school through:

- Compassion, respect, tolerance and forgiveness
- Sensitive and challenging teaching within a safe, stimulating learning environment
- A creative curriculum to inspire pupils and develop resilient, independent, aspirational learners
- Meaningful Christian worship with a welcome for people of other faiths and cultures

This underpins the positive ethos we foster, stated in our vision and mission statement:
'Fulfilling potential, growing in God'

Vision

Our school respects each child as a unique being, a child of God, loved and accepted in an ethos that encourages and celebrates difference. We endeavour to afford sustainable opportunities for holistic academic and personal development with a life and moral code based on Christian values and teaching.

As role models we all will seek to adopt a way of life, based on Christian principles, which both respects the human body and seeks to ensure health and well-being.

Whatever their own experience of parental relationships and family life, whether happy or unhappy, pupils need to glimpse something of the wonder, love, commitment and security which are possible in marriage and family life. They need to be presented with the ideals to which they might aspire. The reality, however, of individual pupils' own experiences also needs to be accepted so as to affirm and value all of them and to help them cope with their experiences. Only to present the "reality" which currently prevails is to risk the loss of any vision of the ideal.

As a Church of England primary school, Christian beliefs and values underpin SRE such that:

- Sex education is taught in the context of marriage and family life;
- Sex education includes learning about physical and emotional development;
- Sex education is part of a wider social, moral and spiritual education process.

Principles

The Diocese of Blackburn and The North Lancashire Methodist District recommend that Primary Schools should include Sex and Relationships Education in their curriculum.

Within our Church School the Christian ethos will provide the context within which all personal development takes place. This means that Christian values and attitudes with the emphasis on the importance of marriage, the family and stable relationships to build a child's self-esteem, self-awareness and a sense of moral responsibility will permeate the entire curriculum – both explicit and "hidden".

- a) Sex and Relationships Education is part of a child's broad, balanced curriculum, integral to the basic curriculum of the school and part of the child's all round development.
- b) There is a clear SRE Policy Statement in place detailing the delivery of Sex and Relationship Education and a fuller scheme of work within the school, which parents may have access to on request. This also forms part of the wider Life Skills curriculum in school.
- c) Accountability for the implementation of the Sex and Relationships Education Policy lies with the Local Governing Board of the school.
- d) The school recognises the legal right of withdrawal from sex education, other than that delivered through National Curriculum Science, and is sensitive to those parents who find the delivery of some explicit teaching in school unacceptable.
- e) Sex and Relationship Education should be of the highest quality in order to counteract inappropriate influences from the media and elsewhere.
- f) Regardless of background and behaviour, pupils are accepted and cherished within our School.
- g) We provide a safe and secure environment in which marriage and other long-term human relationships can be explored. This implies that the teaching is designed to present concepts and ideas the individual pupils may choose to relate to their own experience.

The Impact of these Principles on Pupils

In a caring, supportive Christian ethos and from a Christian perspective, all pupils will be:

- Physically healthy, with regular access to a range of health promoting physical activities plus quality medical care
- Spiritually healthy, with opportunities to be nurtured in the Christian faith and to respect those of a different faith or no faith position
- Mentally healthy with support and enriching stimuli whilst developing a balance of intellectual and practical activity with quiet reflection
- Emotionally healthy, with development of self-worth, self-being and empathic insights to others
- Socially, morally and culturally healthy with a well developed 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 appropriate ways of living.

Sex and Relationships Education is part of the wider responsibility of the school to help individuals to develop following the example of Christ. It is an integral part of the wider school policy to promote in pupils so that they have:

- A positive and secure personal identity and sense of their own value
- Attitudes of respect and concern for others, founded on Christ's example of self-giving love
- Acceptance of those who differ, yet challenging those behaviours and attitudes which exploit others and do not reflect Christian values
- Reconciliation and forgiveness.

The school Sex and Relationships Education programme should:

- Encourage pupils to appreciate that sexual feelings and activities are an integral part of human experience and an expression of God's creative love
- Present pupils with Christian views of sexual relationships and of their place in a lifelong commitment
- Prepare pupils for, and to 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
- Provide information which is clear and appropriate to pupils' age and maturity; to offer an acceptable and accurate vocabulary for discussion about their bodies.

Difficult Questions & Sensitive Issues

St Aidan's Sex and Relationship Education Programme will provide opportunities for pupils to 'talk honestly and openly'.

Ofsted have commented in their subject inspection reports that, all too often, the teaching of SRE is 'too little too late'. Therefore at St. Aidan's we aim to use our Life Skills and Science curriculums to address SRE in ways that are appropriate to the age and maturation of the pupils. Aspects of SRE may also be delivered through Computing.

At St. Aidan's we are determined to 'get it right' and research tells us that practice in teaching SRE is effective when:

- Teachers are well prepared and confident.
- SRE (or 'Growing and Changing') lessons are taught to every year group within the PSHE programme.
- All lessons take account of progression and continuity.
- Pupils are consulted about and actively involved in their learning. Their contributions should be valued and used in the planning of lessons in order to ensure that needs are met.
- Visitors, if used, are closely supervised by the class teacher and work within the remit of the school policy.
- Ground rules or working agreements are established, displayed and referred to each lesson.

- Appropriate language for use in the classroom is established. The use of correct biological terminology or 'doctor's words' is established from Reception onwards. The use of slang or colloquial terms is not acceptable.
- Strategies for the answering of questions are established and shared with the pupils. Where possible questions will be answered openly and honestly, however teachers may also use a question box and other strategies.
- Distancing techniques such as the use of photographs, case studies, stories, puppets are used.
- Pupils are always encouraged to reflect on their learning and time is always allowed for this at the end of every lesson.

Ground Rules (or Negotiated Agreements)

Any work that is potentially sensitive needs to be well planned in order to ensure that pupils feel comfortable, safe and secure. Therefore it is an essential requirement that ground rules are set. The best way to set ground rules is by talking to the pupils about what they feel would help the work to progress without anyone feeling uncomfortable. The following is a set of rules should be explained to the pupils at the start of a session. Key Stage 2 pupils should be able to list these rules themselves but Reception and Key Stage 1 pupils may need support.

Ground Rules:

- Respect everyone's point of view and listen when someone else is speaking
- No one to be put 'on the spot', laughed at or made to feel uncomfortable
- Names should not be used when talking about someone, instead use... a friend of mine says.... some people say.... a member of my family thinks etc...
- Adults are not to give personal examples nor will they answer questions about personal experiences
- No one should be made to speak if they don't want to
- No judgements to be made about anyone's family or opinions
- No negative comments to be made about anyone's or family or friends.

At the same time, primary schools have to respect the pace of the pupils' maturation. It may be felt that some topics (which each school should identify) are best postponed until the secondary school years. There are also sensitive or controversial topics (see below) over which some staff, parents and governors may have reasonable concerns.

At St Aidan's the following topics are **nottaught directly** but the pupils' questions will be answered on: homosexuality, lesbianism, abortion, prostitution, contraception, transvestites, rape and AIDS/HIV.

At St Aidan's the following topics will **not be taught or discussed** in class or with any members of staff: oral sex, masturbation, exploitative or violent acts, incest, about forms of sexual intercourse and foreplay.

If a child asks a question on any topic listed above, teachers 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.

This list forms part of the information sent to parents concerning Sex and Relationship Education in school.

In some cases, a question or request for advice may indicate 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. This also means that if a pupil puts a private question to a teacher or other member of staff and requests secrecy, no promise of secrecy or confidentiality will be given, but with the reassurance that any steps taken will always be in the pupil's best interest.

Legal Requirements

It is the statutory responsibility of the Local Governing Board to decide whether or not a Primary School should teach sex education and, if it does so, to approve the policy and teaching syllabus. A statement of their decision must be included in the school prospectus. All schools must teach biological aspects laid down in the Science National Curriculum at each Key Stage. Sex and Relationship Education, 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 Sex and Relationship Education, except those elements which are required by the Science National Curriculum.

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

Monitoring and Evaluating the Scheme

Staff and parents have been consulted about this policy and the SRE scheme of work. Pupils will review the scheme of work at the end of the academic year. Day to day monitoring is the responsibility of the SRE/PSHE co-ordinator. Continuous monitoring and reporting to the governing body will be part of the Senior Management Team review systems. All staff and governors will regularly monitor to determine the effectiveness of the Policy and its impact upon pupils. Information should be included in the relevant sections of the Self Evaluation Form (SEF).

SRE Curriculum

At St Aidan's our scheme of work will include:

Reception and Key Stage 1 Activities:

- Relationships
- Emotions and Feelings
- Personal Safety
- hygiene
- Physical safety
- protective behaviour
- good and bad touches
- it's ok to tell
- Our Changing world
- families
- changes in the family
- changes in my body
- babies
- On-line Safety (Computing SoW)

Key Stage 2 Activities

- Relationships
- Stereotyping
- Families
- Body Image
- Social Networking and being safe on line
- Good and bad secrets and touches
- It's OK to tell
- People who help us – Who can we tell?
- Puberty
- Changing Relationships
- Sexual Relationships and New Life
- On-line Safety (Computing SoW)

The Local Governing Committee at St. Aidan's Primary School- A Church of England Academy have carefully considered this policy and the associated Scheme of Work and they believe that the academy's approach is considered and in the best interest of the pupils.

Mrs D
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Headteacher

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