



Be The Change

'BE THE CHANGE YOU WISH TO SEE IN THE WORLD'

Be the Change

SEX AND RELATIONSHIP POLICY

2018-2021

Approved by Board of Trustees: _____ Date: _____

Review Date: _____

REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Changes made	Date of Revision
Version 1	Original	
Version 2		
Version 3		
Version 4		
Version 5		
Version 6		

Be the Change

PERSONAL, SOCIAL AND HEALTH EDUCATION

Sex and Relationships Policy

Be the Change Policy for 'Sex and Relationship Education' has been devised with due consideration to and in line with guidance given in: -

DFE Circular 5/94 Education Act 1993: 'Sex Education in Schools'.

DfEE Guidance 0116/2000: 'Sex and Relationship Education Guidance'.

Ofsted Report: 'Sex and Relationships' HMI 433, 2002.

Sex Education Forum: 'Developing and Reviewing a School Sex Education Policy', 1996.

Cumbria Education Service: Sex and Relationships Education Policy and Guidance, 2003.

The aim of this Sex and Relationship Policy is to clarify the content and the manner in which SRE is delivered.

SEX AND RELATIONSHIPS POLICY

The Trust's Aims, Vision and Ethos/Values Statements underline the Trust's commitment to developing the whole child in preparation for life as active, healthy, responsible, adult citizens and the Sex and Relationships Policy and Scheme of work form part of that commitment.

The Sex and Relationship Policy will demonstrate and encourage the following values:

- Respect for self.
- Respect for others.
- Responsibility for one's own actions.
- Responsibility for family, friends, school and the wider community.

POLICY FORMATION AND CONSULTATION PROCESS

The Governing Body

The Governors believe that Sex and Relationships Education should be part of the educational entitlement of all pupils who attend the School.

The Role of Parents

The prime responsibility for bringing up children rests with parents but that school has a part to play in this and the Programme of Study complies with national and local guidance.

AIMS OF SEX AND RELATIONSHIP EDUCATION:

Be the Change believes that Sex and Relationship education will be developmental and a foundation for further work in the secondary school.

We aim to ensure that pupils:

- Develop confidence in talking, listening, and thinking about feelings and relationships and therefore give opportunities to help raise pupils' self-esteem.
- Are able to name parts of the body and describe how their bodies work.
- Are able to protect themselves and ask for help and support.

- Are properly prepared for puberty.

Within the bounds of the agreed Programme of Study to we also aim:

- To provide accurate information to enable pupils to make responsible and informed decisions.
- To help and support pupils through their physical, emotional and moral development.
- To help pupils to develop the skills and understanding they need to live confident, healthy and independent lives.
- To help pupils understand differences and to respect both themselves and others, to prevent and remove prejudice.
- To promote the spiritual, moral, social, cultural, mental and physical development of pupils at school, and help prepare them for opportunities, responsibilities and experiences of adult life.
- To enable pupils to understand human sexuality and to respect themselves and others.
- To equip pupils with communication and decision-making skills.
- To develop relationship skills.

THE CONTENT OF THE SEX AND RELATIONSHIP CURRICULUM

'At the primary stage, the aim of Sex and Relationship Education should be to prepare pupils to cope with the physical and emotional challenges of growing up, and to give them an elementary understanding of human reproduction.'

(DFE: Circular 5/94)

Developing and understanding relationships is a huge part of the ethos and culture of Be the Change.

Relationships are explored and developed throughout the school in a variety of ways:

Implicitly: through the interpersonal relationships of pupil, staff, parents, governors and visitors and through the day-to-day communication between all of these parties.

Thematically: through discussions and follow-up work in Religious Education, such as, Friendship, Buddhism, Leaders and Founders, Christianity, Judaism, Stewardship, Rules, Pilgrimages, Faith, Sacred Texts and Worship and Community.

Explicitly: through the Science curriculum and Sex and Relationship Education in Year 6

Discretely: through Circle Time, School Council activities and+-, Assemblies and Collective Worship as well as other focused work in Geography.

THE SCIENCE CURRICULUM

The National Curriculum for Science states that we pupils should be taught:

- That the life processes common to humans and other animals include nutrition, growth and reproduction.
- About the main stages of the human life cycle.

We achieve this in the Science curriculum through the following Programme of Study:

HEALTH EDUCATION

Health education recommends we teach the following:

Pupils should:

- Begin to know about and have some understanding of the physical, emotional and social changes that take place at puberty.
- Know and understand how changes at puberty affect the body in relation to hygiene.
- Know the basic biology of human reproduction and understand some of the skills necessary for parenting.
- Know there are different patterns in friendship; be able to talk about friends with important adults.
- Know that within any environment there are people with different attitudes, values and beliefs and that these influence people's relationships with each other and with the environment.

ORGANISATION AND DELIVERY OF THE SEX AND RELATIONSHIP CURRICULUM

The delivery of the SRE curriculum to pupils is done in a variety of ways, many of which have been outlined above.

The programme has been carefully planned to ensure continuity and progression of knowledge and skills across the Key Stage and we have involved appropriate specialist personnel.

The delivery of the SRE curriculum in Year 6 is organised very carefully to create the most suitable environment for this sensitive aspect of the programme.

Pupils will be given the opportunity to express themselves and articulate their thoughts, doubts and anxieties in order that they can build the skills needed to make responsible decisions, communicate effectively and develop healthy and appropriate relationships.

GROUND RULES FOR SRE TO ESTABLISH A SAFE ENVIRONMENT

Teachers and pupils will initially set out the protocol/ground rules for SRE sessions:

- Personal information must not be disclosed.
- No one, teacher or pupil will have to answer a personal question.
- No one will be forced to take part in discussion.
- Only the correct names of body parts will be used.
- Meanings of words will be explained in a sensible and factual way.

Additional ground rules may be established within the group prior to SRE taking place.

DEALING WITH QUESTIONS

Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class or group setting when the group is establishing the ground rules.

If questions are too personal, the pupils must be reminded of the ground rules, agreed by the group.

If a teacher feels that a particular pupils needs further support as a result of a particular question asked, the teacher can decide to refer the pupil to another, more appropriate person such as parent, school nurse etc.

If a teacher does not know the answer to a question it is important to acknowledge this and explain to the pupil that you will find out or they should find out by asking another trusted adult such as a parent.

If a question is too explicit, feels too old for the pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. In this way, the pupil will feel that they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information. To maintain trust and respect, the teacher must remember to talk to the pupil later.

If the teacher is concerned that a pupil is at risk of sexual abuse, they should follow the school's child protection procedure and inform the Headteacher of their concerns.

SPECIFIC ISSUES RELATED TO SEX AND RELATIONSHIP EDUCATION

Equal Opportunities, Inclusion and Disability

The information outlined in this Sex and Relationship Policy is pertinent for all pupils regardless of their physical or intellectual capabilities.

The SRE education that the children receive will be consistent, and the language and methodologies used will be adapted where necessary to accommodate pupils with disabilities.

The school will liaise with care workers to ensure pupils in public care receive a comprehensive programme for SRE.

Confidentiality

It is almost inevitable that effective SRE, which allows for open discussion to take place, may lead to disclosures from pupils. It is essential, therefore, that teachers delivering SRE are completely familiar with the child protection procedures within the school.

Teachers have a legal obligation and are duty bound to report any disclosure or suspicions of unlawful, sexual activity to the designated Safeguarding Officer, in this case, the Headteacher.

The Headteacher should make sensitive arrangements, in discussion with the child, to ensure that parents and carers are informed. The designated member of staff would then address the child protection issues.

It is only in the most exceptional circumstances that school should be in the position of having to handle information without parental knowledge. This would be grounds for serious concern and child protection issues should be addressed.

Teachers should never promise confidentiality and pupils do not have the right to expect that incidents in the classroom will not be reported to his/her parents. This should be made clear to pupils at the setting of ground rules for SRE.

Wherever possible and where appropriate, teachers should always encourage pupils to discuss their concerns with their parent/carers.

Child Protection / Safeguarding Procedure

Teachers have a legal obligation and are duty bound to report any disclosure or suspicions of unlawful, sexual activity to the designated Child Protection Officer, in this case, the Headteacher.

The Headteacher will then follow the procedures set out in the school's Child Protection Policy.

Religion and Faith

Specific needs or issues related to other faiths or religions will need to be sought prior to the delivery of the SRE programme.

Homophobic Bullying

Whilst Gay, Lesbian and Bisexual relationships will not be discussed as part of SRE, name calling, ridicule, teasing or any other act of homophobic aggression towards pupils/others will be dealt with seriously in line with the school's Anti-bullying Policy and the school's policy on 'Dealing with Severely Disruptive Behaviour'.

Involvement of Health Professionals/Visitors

Health professionals, such as the School Nurse may be asked to provide or assist in the delivery of SRE.

Visitors, such as new Mums may also be asked to become involved, if at all possible.

Child Withdrawal Procedures & Arrangements for Pupils who are Withdrawn from SRE.

Parents have the right to withdraw their children from part or all of the SRE provided by the school except for those parts included in the statutory National Curriculum.

If a parent wishes to withdraw their child from SRE, notification must be given to the Headteacher prior to the commencement of the SRE programme. Notification need not be in writing, but written confirmation from the school will be given.

The school will discuss with the parents their decision sensitively in order to try to reassure and explore the concerns of the parents, in the hope that these concerns can be resolved.

The right to withdraw will not affect spontaneous discussion or honest answering of questions that arise naturally in other curriculum areas.

Pupils that have been withdrawn will carry out special project work in the school library under the supervision of other staff members.

Complaints procedures.

Complaints about the Sex and Relationship curriculum should be addressed initially to the Headteacher and then to the Governing Body in line with the school complaints procedure.

Monitoring and Evaluation of the Policy and Programme of Study

Parents and pupils will be asked to complete questionnaires at the end of the programme of study in order to evaluate the effectiveness of the Sex and Relationship Education Programme for the purposes of informing future planning.

Teachers involved in the preparation and delivery of the SRE programme will discuss its effectiveness as an ongoing process as is the practice of effective primary practitioners.

