



SEX AND RELATIONSHIPS POLICY

Sex and Relationships Policy for St Mary's CE School

First agreed by Governing Body:	May 2006 as part of PSHCE Policy
Last updated:	January 2015
Person responsible:	Ben Egan

Sex and Relationships Policy

Introduction

The curriculum at St Mary's will:

- meet the needs of the children through the provision of a balanced, comprehensive and co-ordinated curriculum within which teaching about health, citizenship, personal relationships and sexuality can occur;
- encourage a non-judgemental climate in which informed and sensitive discussion of personal relationships can take place.

The 1996 Education Act required all schools to have a Sex and Relationships Education (SRE) policy and it is recommended that this be planned and delivered as part of the PSHE and Citizenship curriculum.

The 1996 Education Act consolidated all previous legislation in that:-

- the SRE elements in the Science National Curriculum across all Key Stages are mandatory for all pupils of primary and secondary age.
- all schools must have an up to date policy that describes the content and organisation of Relationships and Sex Education provided outside the National Curriculum science order.

This policy has been produced in consultation with teachers, the school nurse, parents and officials at St Mary's Church.

Definition of Sex and Relationships

Sex and relationships education (SRE) is learning about sex, sexuality, emotions, relationships, sexual health and ourselves.

Aims

- To develop a greater understanding of the nature of relationships
- To promote good health
- To provide knowledge to enable children to avoid abusive relationships
- To promote a sense of self worth and well being and to respect others
- To enable pupils to explore variety of views and opinions so as to develop own moral standards

Rationale

- Should be taught within a moral framework.
- Should encourage children to understand that sex should be an expression of love and that it should arise within a loving, stable, adult relationship.
- Should be delivered through a planned structure, while acknowledging that it may arise in the classroom in an unplanned way.
- Will address the issues about which children have concerns or are anxious about in a way appropriate to their age.
- Should be delivered within a classroom where there is an atmosphere of trust, honesty and confidentiality allowing any discussion to take place naturally.
- Questions may be asked or written down.

- Questions relating to subject matter being taught can be discussed openly.
- Questions beyond the stated curriculum may be discussed with individual children and if appropriate, advice from parents may be sought.

Curriculum Delivery

Sex Education and Relationships teaching and learning cannot always be confined to specific timetabled time and is taught within the PSHE and Citizenship Curriculum. When specific sex education topics are planned, parents are informed so that they can exercise their right to withdraw their child.

At St Mary's CE School, PSHE and Citizenship is delivered within a whole school approach which includes:

- **Discrete curriculum time.** – *for example our curriculum map shows clear themes such as 'accepting differences' or 'rules and relationships'. In Science, health education is taught as part of the units on ourselves, health and growing, teeth and eating, moving and growing, keeping healthy and life cycles. It is also linked to becoming a global citizen.*
- **Classes have regular circle-times** to focus on a particular discussion that is relevant and timely to a specific individual or group of pupils. (For further information see the curriculum map and scheme of work.)
- **Teaching PSHE and Citizenship through and in other subjects/curriculum areas** – *highlighted on weekly planning documents under 'cross-curricular' heading*
- **Through PSHE and Citizenship activities and school events.**
- **Through pastoral care and guidance.**

E-Safety

When ICT is used in PSHE and Citizenship lessons, before every lesson the class teacher will remind children about how to use the internet safely and refer to the poster on display. They will monitor and report e-safety incidents in line with the Acceptable Use Policy.

Parental right to withdraw children

Parents have a right to withdraw their child from any part of the sex education programme, the details of which are published in the half termly newsletter, and a request should be made either in writing or personally to the Headteacher who will make the appropriate arrangements for this request.

Materials and Resources

Resources in the school are used to deliver the curriculum or may be borrowed from the Curriculum and Teachers Centre or the Health Promotion Unit in Surbiton or the Library Services in Richmond. There will be an opportunity for parents to view the sex education DVD prior to its showing.

Most of our programme will be delivered by the class teacher wherever possible but use of outside visitors within the Health Education curriculum is encouraged eg. pregnant mothers, mothers and babies, school nurse, health visitor, advisory teachers in the borough.

Whenever outside visitors work within our school, it is important that they understand our ethos and are willing to work within it. Visitors will either be given an opportunity to read the policy or to meet for a briefing session with the Headteacher or class teacher prior to working with the children.

Inclusion

We aim to ensure that the curriculum is accessible to all children regardless of gender, race and ability. This is achieved by:

- providing a range of activities to extend children's abilities
- making materials accessible to all
- encouraging children to think through and express their own ideas
- creating classroom roles to encourage children to help each other
- providing materials which do not enforce gender stereotypes
- valuing other cultures, beliefs and attitudes
- differentiation of task and outcome
- providing curriculum materials which support children's tasks.

Special Educational Needs

- Opportunities are provided for all children to participate so that they are able to experience success at their own levels
- children with specific needs are given appropriate learning support
- the curriculum is accessible to children of all abilities
- support staff are made aware of our approach to work
- teachers' expectations are appropriate
- success is recognised
- appropriate resources are provided.

Roles and Responsibilities

The co-ordinator is responsible for:

- liaising with relevant organisations regarding the subject, eg. advisory teachers, inspectors, QCA, libraries, preparing policy documents, curriculum plans, Schemes of Work for the subject.
- encouraging staff to provide effective learning opportunities for all pupils
- helping colleagues to develop their subject expertise.
- collecting and auditing resources on both sites
- communicating all developments in the subject, eg. through staff meetings, distributing information, using notice boards.

Staffing

The class teacher is responsible for timetabling to ensure that the relevant sections of the Scheme of Work are covered during each half term. Teachers will use a balance of:

- teacher-prepared materials
- published resources
- practical tasks
- visitors, eg. parents, experts
- educational visits

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHE/Citizenship. To this end ground rules have been agreed to provide a common values framework within which to teach. There are clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

Ground Rules and Distancing Techniques

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher or pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- Meanings of words will be explained in a sensible and factual way.

Dealing with Questions

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- Teacher should set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which does not encourage giggling and silliness.
- Pupils should be encouraged to write down questions anonymously and post them in a question box. The teacher will have time to prepare answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate.
- If a verbal question is too personal the teacher should remind the pupil of the ground rules.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about abuse, the teacher may raise it with the Designated Officer (the Headteacher) and/or Deputy or Assistant Headteachers and should speak individually to the child.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- If a teacher is concerned that a pupil is at risk of abuse the Headteacher should be informed and the usual safeguarding and child protection procedures followed.

The classroom teacher is also responsible for monitoring the progress of the children in their class and reporting this on an annual basis.

Equalities Statement

St Mary's CE School is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities.

The Governing Body recognise that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age, or sexual orientation. Full consideration has been given to this during the formulation of this policy as it is the governors' aim that no-one at St Mary's School should suffer discrimination, either directly or indirectly, or harassment on any of these grounds.

The objectives of the School's Equal Opportunity Policy are set out as to:

- ensure the same range and quality of opportunity for all pupils, staff and governors (current and prospective) irrespective of their race, creed, colour, gender, age, sexual orientation, social background, disabilities or special needs;
- provide pupils with the knowledge, skills and understanding to value the differences between people and to challenge prejudice and combat discrimination. By discrimination, we mean less favourable treatment;
- eliminate unlawful discrimination;
- promote good relations between people of different racial groups.

In addition children with disabilities must be able to take a full and active part in every lesson and every measure must be taken to ensure this. Further details are available within the Equal Opportunity Policy, Disability Equality Scheme and Gender Equality Plan.

Monitoring and Evaluation

The Headteacher has an overall responsibility for the implementation and monitoring of this policy in consultation with the PSHCE coordinator. Monitoring takes place through short term planning and regular school monitoring procedures by the Headteacher, SMT and PSHCE coordinator.