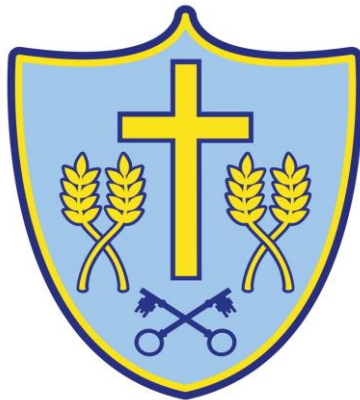


Federation of St. Peter's Elwick

Church of England

Voluntary Aided

Primary School & Hart Community Primary School



POLICY FOR SEX AND RELATIONSHIPS

Prepared by: L Ridgeway (PSHE Leader)

Discussed with: Governing Body

Agreed on: Spring term 2017

To be reviewed on: Spring Term 2019

Signed by the Chair of Governors: Colin Reid

A handwritten signature in black ink, appearing to read 'Colin Reid', is written below the text.

Policy for Assessment and Feedback

Our Shared Values

St. Peter's Elwick is a community with a strong Christian foundation and all values are based on Christian principles and teachings.

Hart Community Primary School also shares these values and bases the foundation of the school on these values in a non-Christian context.

We respect and care for all members of the community, nurturing talents and creating opportunities for all in a supportive environment.

We enable all members of the school community to experience success, grow in confidence, and develop skills, attitudes and talents in personal, spiritual, social and academic fields.

We share a common set of values that underpin all that we do in our work in our Federation.

These values are:

- Friendship and Trust
- Always our Best (Service)
- Thankfulness
- Compassion

Both schools have a strong sense of community and draw on the real partnerships that exist between school, Church and village. Our mission is now to seek to secure the schools' reputation for excellence by raising further the academic, social, emotional and spiritual development of all our pupils.

To achieve this we aim to:

- *Provide a safe, secure and stimulating learning environment;*
- *Motivate, inspire and enthuse all members of the school community;*
- *Ensure all members of our learning community always try their best*
- *Teach children how to learn independently, to ensure they are ready for the next stage of their education;*
- *Achieve the best possible academic attainments;*
- *Have an excellent ethos and positive relationships;*
- *Promote a healthy lifestyle;*
- *Develop and nurture talent;*
- *Help pupils be confident, happy and have high expectations of themselves;*
- *Set a high value on spiritual, moral, social and cultural education;*
- *Develop international connections;*
- *Be a school that parents, pupils, staff and the wider community are proud of;*
- *Constantly seek ways to improve teaching and learning through the process of School Self Evaluation and Review.*

Definition and Aims

At St Peter's Elwick Church of England Primary School and Hart Community Primary School, we have a duty to ensure that all children are regularly assessed, both formally and informally, and regular feedback is provided to pupils to ensure that they understand the next steps to make progress in their learning. Formative assessment is an intrinsic part of daily practice and is used daily to monitor progress and inform planning. This is supported by summative assessments at key times of the academic calendar. These all contribute to a termly summative assessment level, which is used by the school to track progress, along with the mid-term progress reviews.

Values Statement

At St. Peter's Elwick CE Primary School we are proud of our Christian ethos and values. Our pupils are proud to be responsible, thoughtful and motivated people who strive to do their best.

As a Church of England school, the teaching of our SRE curriculum will be underpinned and rooted in our Christian values. We aim to provide an inspiring high quality education, underpinned by the Christian values of respect, forgiveness, love, care, compassion and equality. We expect to find God with us in our school.

Sex and Relationship Education (SRE) - What is it?

It is a 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.

(Sex and Relationship Education Guidance, 2000)

Section 1 of the Education Reform Act 1988 places a statutory responsibility upon schools to provide a broad and balanced curriculum which;

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school
- Prepares pupils for the opportunities, responsibilities and experiences of adult life.

It has three main elements:

- **attitudes and values**
 - learning the importance of values and individual conscience and moral considerations;
 - learning the value of family life, marriage, and stable and loving relationships for the nurture of children; - learning the value of respect, love and care;
 - exploring, considering and understanding moral dilemmas; and
 - developing critical thinking as part of decision-making.

- **personal and social skills**

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict; and
- learning how to recognise and avoid exploitation and abuse.

- **knowledge and understanding**

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;

- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; and
- the avoidance of unplanned pregnancy.

(Sex and Relationship Education Guidance, 2000)

What is sex and relationships education?

Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHCE). A comprehensive programme of SRE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

Why is sex and relationships education in schools important?

High quality SRE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships.
- Older pupils frequently say that sex and relationships education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 Not Yet Good Enough report.
- SRE plays a vital part in meeting schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive SRE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations. The Department of Health set out its ambition for all children and young people to receive high quality sex and relationships education in the Sexual Health Improvement Framework (2013), while the Department for Education's paper *The Importance of Teaching* (2010) highlighted that 'Children need high quality sex and relationships education so they can make wise and informed choices'.

(PSHCE Association Sex and relationships education (SRE) for the 21st century)

'What is high quality sex and relationships education?

The principles of high quality SRE in all schools - including those with a religious character - are set out below.

Sex and relationships education:

- is a partnership between home and school
- ensures children and young people's views are actively sought to influence lesson planning and teaching
- starts early and is relevant to pupils at each stage in their development and maturity

- is taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sex and consent
- includes the acquisition of knowledge, the development of life skills and respectful attitudes and values • has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services
- helps pupils understand on and offline safety, consent, violence and exploitation
- is both medically and factually correct and treats sex as a normal and pleasurable fact of life
- is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience
- uses active learning methods, and is rigorously planned, assessed and evaluated
- helps pupils understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media
- teaches pupils about the law and their rights to confidentiality even if they are under 16, and is linked to school-based and community health services and organisations.
- promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs

It contributes to:

- a positive ethos and environment for learning
- safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school
- a better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships
- helping pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice
- reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying

Aims and Objectives.

Through our Sex and Relationships teaching, we aim to provide our pupils with attitudes and values, which will enable them to make responsible and well informed decisions about their lives. Sex and Relationships education should be firmly rooted in the framework for PSHCE.

At St. Peter's Elwick and Hart Primary School we aim to provide the children with opportunities to:

- ❑ Learn the importance of values and individual conscience and moral considerations.
- ❑ Learn the values of family life, marriage and stable and loving relationship for the nurture of children.
- ❑ Explore, consider and understand moral dilemmas; and develop critical thinking as part of decision making.
- ❑ Learn the value of respect, love and care.
- ❑ Learn to manage emotions and relationships confidently and sensitively.
- ❑ Develop self-respect and empathy for others.
- ❑ Develop an appreciation of the consequences of choices made.
- ❑ Learn and understand physical development at appropriate stages, using the correct terminology to discuss this.
- ❑ Understand human sexuality, reproduction, sexual health, emotions and relationships at appropriate stages.

It should begin well before the onset of puberty and the changes it brings. Talking about sex and relationships should be normalised from the beginning of a child's education and should be planned around the needs of the children. Correct terminology should be used and accurate information should be given where possible.

At St. Peter's Elwick and Hart Primary School we believe the best outcomes are achieved through a whole-school approach, which ensures the school's policy is appropriately set for the age and maturity of the pupils. This includes:

- ❑ Involving parents and carers;
- ❑ Giving staff appropriate training and support;
- ❑ Ensuring that pupil's views are listened to.

Content of Sex and Relationship Education

St. Peter's Elwick and Hart Primary School delivery of Sex and Relationship Education will be taught through Science and PSHCE. The SRE programme is taught through the LA whole school scheme of work, entitled 'Lucinda and Godfrey'.

It has been adapted to meet the needs of our school and each year group has a teaching pack, which consists of a storybook, teacher's manual and lesson plans with pre-made resources. Pre and post assessment opportunities are identified within the plans.

It is a spiral programme that is differentiated to meet the needs of children of different ages and stages of development.

It will be conducted in a sensitive manner to enable children to air their feelings and views, while helping them to prepare for their future lives. Accurate information will be provided, as required, in an attempt to combat ignorance, misconception, stereotypes and prejudices.

The scheme covers the following themes:

- Reception -Lucinda and Godfrey (We are all different)
- Year 1 - First Day at school (Friendship and trust)
- Year 2 - The Smell Monster (Keeping clean)
- Year 3 - The Birthday Party (Your feelings, your choice)
- Year 4 -Telling someone (Keeping safe)
- Year 5 -Growing and Changing (Puberty)
- Year 6 - Growing and Changing (Puberty)

Withdrawal:

Parents have the right to withdraw their children from those aspects of sex education that are not part of the National Curriculum. If there are parents who exercise this right care will be taken to ensure that they are informed of not only when Sex Education is being provided for the other pupils in their children's classes or year groups, but also what ground is being covered. This is so that they may be prepared for questions they may be asked as a result of informal peer group discussion outside the classroom.

Communication with Parents

When children first join the Federation of St. Peter's Elwick and Hart Primary schools, Parents will be given a leaflet with an overview of the SRE teaching in

school. The leaflet will include information on the topics covered within each key stage in SRE and key information to support parents at home. In Y5, a letter will be given to parents about the content that will be covered within SRE in upper key stage two. This also will include any changes that have occurred, information about the right to withdraw their child, along with advice on discussing SRE at home.

Management:

Accountability for the implementation of the Relationships and Sex Education Policy lies with the governing body of the school. Governors recognise the need for the school to provide a coherent, well-balanced programme of relationship and sex education, which reflects the age and maturity of the pupils, and the particular needs of both boys and girls. Parents are regarded as the primary educators of the delivery of relationship and sex education and we aim to work with them in partnership and they will be consulted and kept fully informed about the programme.

Inclusion

Ethnic, Cultural and Religious Groups

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents /carers to discuss any concerns with the Head teacher.

Pupils with Special Needs

We will ensure that all pupils receive sex and relationship education, and we will offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Pupils, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them.

Confidentiality and Safeguarding

It should be made clear to pupils that all adults in school cannot guarantee absolute confidentiality. This should be made clear when forming the class Ground Rules. Before teaching SRE, all pupils must be made aware that teachers cannot offer unconditional confidentiality. It will be made clear that any disclosures may be passed on to relevant adults if there is concern about the safety of the pupil.

Monitoring and Evaluation of Sex and Relationship Education

It is the responsibility of the Head teacher/ Leadership Team/PSHCE Leader to oversee and organise the monitoring and evaluation of PSHCE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHCE programme will be treated as a subject and will be involved in a yearly monitoring and evaluation exercise led by the Leadership/PSHCE Leader. The Governing body is responsible for overseeing, reviewing and organising the revision of the sex and relationship education policy and curriculum.

SRE for the 21st Century

Supplementary Advice to the government SRE guidance.

'Technology is evolving at a tremendous pace. The need to protect children and young people from inappropriate online content, cyber-bullying and exploitation is a growing concern.'

Online Technology

'Children and young people are growing up in a culture where technology and social media are important and have created more opportunity for sharing personal information.'

St. Peter's Elwick and Hart Primary School SRE teaching aims to address the core issues of safety, privacy, peer influence and personal responsibility, as stated in the 'Supplementary Advice' document. We deliver a curriculum that is linked to and compliments the new computing curriculum and the school's e-safety policy. The new computing curriculum includes e-safety, to complement this SRE teaching will cover the relationship aspects of e-safety. We aim to raise particular issues of safety, privacy, peer influence and personal responsibility. The issues covered in the classroom cover communication skills, attitudes and values, the law, acceptable and unacceptable behaviour, and how to seek help.

Sexting

'Sexting' and other self-made images and messages of a sexual nature, raise particular issues of safety, privacy, peer influence and personal responsibility. 'Sexting' is a term used by adults, referring to sexual content and images sent by mobile phone (though other digital communication raises similar concerns). Young people may use their own terms, including 'selfies', 'nudes' or 'fanpics'.

Research shows that sexting is of most concern to young people in their early teens. St. Peter's Elwick and Hart Primary School will address privacy and boundaries from a very early age in the context of personal safety and abuse. It will be taught at an age appropriate level and PSHCE lead will liaise with ICT lead to ensure all content is covered and no overlapping occurs.

Specific work about 'sexting' will be addressed in SRE as soon as it is identified as a potential issue, but will be covered during PSHCE lessons in KS2. Teaching will cover communication skills, attitudes and values, the law, acceptable and unacceptable behaviour, and most importantly how to seek help.

How will we help address violence in relationships?

At St. Peter's and Hart Primary School we will create safe place for all pupils, and address violence as a whole school approach through PSHCE, our school values and at St. Peter's Elwick through our RE curriculum and Christian values. SRE provides an ideal space to address sexual and relationship violence. Alongside our school values, pupils will be encouraged to consider the importance of equality and respect within relationships, and to develop positive, non-violent behaviour.

We expect our pupils to develop empathy and understanding between girls and boys, young men and young women. We will give pupils the chance to challenge gender stereotypes and expectations, and to introduce positive, diverse perspectives on gender roles, hopes and aspirations.

(Taken from Supplementary advice to the Sex and Relationship Education Guidance DfEE 2014

-<https://www.brook.org.uk/data/SRE-supplementary-advice.pdf>)

Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/279511/step_by_step_guide.pdf

(Federation of St. Peter's Elwick CofE (VA) & Hart Primary School Child Protection policy)

Consultation

The Relationships and Sex Education Policy was developed in consultation with staff, governors and the School Nurse.

Other policies

This policy is written and cross referenced with the Federation's e-safety policy and Safeguarding policy.

Review date: September 2020