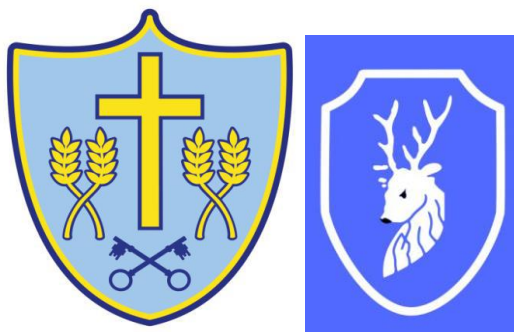


**The Federation of St. Peter's Elwick
Church of England
Voluntary Aided
Primary School & Hart Community Primary
Schools**



SEX EDUCATION POLICY

Date: 9.10.17

Signed: Chair of Governors:

A handwritten signature in black ink, appearing to be 'A. H. S.', is written over a faint rectangular box.

St. Peter's Elwick Church of England Voluntary Aided Primary School & Hart Community Primary School

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 School is Community LA Maintained Primary School that shares the values of St. Peter's Elwick 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 at St. Peter's Elwick and Hart Primary School.

These values are:

- *Friendship & Trust*
- *Always our Best (Service)*
- *Thankfulness*
- *Compassion*

St. Peter's Elwick and Hart schools have a strong sense of community and draw on the very real partnerships that exist between school, Church and village. We seek to secure the school's 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;*
- *Teach children how to learn;*
- *Achieve the best possible academic attainments;*
- *Have an excellent ethos and positive relationships;*
- *Promote a healthy lifestyle;*
- *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.*

The Federation of St. Peter's Elwick CofE VA Primary School & Hart Community Primary Schools is committed to the promotion of equality and diversity.

Philosophy, Values and Aims

SRE in our Federation 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, emotions and relationships.

Sex and Relationships Education will:

- Be developmental and appropriate to the age and stage of the child
- Be available to all pupils
- Provide information and knowledge
- Challenge beliefs and highlight misconceptions
- Help the child to form positive attitudes and values
- Examine opinions and concepts and encourage discussion
- Develop awareness, respect and responsibility for oneself and for others
- Promote the skills necessary for effective communication
- Encourage positive behaviour
- Equip each child with the assertiveness skills necessary to enable them to make choices

The Aims of Sex and Relationships Education are:

- To develop knowledge and understanding about growth and development and human reproduction;
- To promote the values of loving relationships and family life
- To foster self-esteem, self-awareness and a sense of moral responsibility
- To develop the skills to avoid and resist unwanted sexual experience
- To encourage exploration of values and attitudes, consideration of sexuality and personal relationships and the development of communication and decision making skills

SRE is taught in our Federation through our PSHE lessons and Science lessons in class by our class teachers, with support from our school nurse, where appropriate. Our schools follow the Lucinda & Godfrey scheme of work, which is age appropriate and covers a wide range of relationships education. Our SRE lessons incorporate appropriate aspects of the National Curriculum from PSHE (Personal, Social and Health Education) and Science.

Parents have the right to withdraw their pupils from the SRE curriculum that is not statutory through discussion with the Head of Schools or Executive Headteacher. A written record will be needed from parents/guardians. A copy of the policy is available to all parents on request and is available on the school website.

Roles and Responsibilities

The Governing Body will:

- Ensure the legal framework is followed;
- Ensure that all SRE is placed in the context of moral values and family life;
- Consult with parents on the school's policy for SRE;
- Implement the SRE policy with the Executive Headteacher and Head of Schools;
- Ensure all parents are aware of their right to withdraw their child from any SRE which is in addition to the National Curriculum;
- Ensure the policy is reviewed regularly.

Headteacher

The Headteacher will:

- Implement the Policy for Sex and Relationship Education;
- Ensure that the Policy is followed;
- Liaise with the governors on the teaching of the Policy in school;
- Liaise with parents and any external agencies;
- Provide appropriate and sufficient resources;
- Ensure that the SRE Policy is reviewed as part of the school's three year cycle;
- Respond according to individual problems experienced by children.

PSHE subject leader

The PSHCE subject leader will:

- Write and review the SRE Policy in liaison with the Executive Headteacher and Head of Schools;
- Write and review the Scheme of Work for SRE in liaison with the Executive Headteacher and Head of Schools;
- Monitor the delivery of SRE in liaison with the Executive Headteacher and Head of Schools;
- Provide access to information, guidance, support and training to school staff for SRE;

School staff, including support staff

School staff will:

- Teach sex and relationship education in accordance with the SRE Policy;
 - Implement the agreed Scheme of Work;
- Respond to the individual needs of the children, giving them relevant support should a child be experiencing difficulties
- Respond appropriately to individual questions of a sensitive nature after liaising with parents first;
- Respond appropriately to those children whose parents wish them to be withdrawn from aspects of the non-statutory SRE programme.

Answering Questions and Sensitive Issues

Governors and teachers are in agreement that teachers should answer all children's questions relating to SRE in an open and factual way, taking into consideration the family background, culture, religious beliefs and pupils' differing experiences. The following ground rules have been established:

- Teachers should not enter into discussion about personal issues or lifestyles;
- No-one (child or adult) has to answer a personal question;
- Nobody is forced to take part in a discussion;
- In discussion, teachers will promote the knowledge and use of 'accepted' names for external body parts (see below);
- Teachers will always involve parents before answering questions of a sensitive nature;
- Meanings of words are explained in a sensible and factual way.

An individual child may ask an explicit or difficult question in the classroom. Teachers will use their discretion in these situations, and may use the following strategies in responding to questions:

- Reassure the child;
 - Try to find out why the child is asking the questions, and exactly what they want to know;
 - Determine the child's present level of knowledge and understanding;
- Offer a simple answer, and if appropriate back up with a relevant story or picture;
- If the answer required is more complex, the teacher will meet with the child's parents/carers at the end of the day to discuss the issue;
 - Occasionally, questions will be answered later on in the day instead of immediately, in order to find an appropriate time for responding

If children ask specific questions about the following terms, or if children use the following terms and it is felt that an explanation should be given the following definitions may be shared with the children. The guidelines for answering difficult questions will be followed in all cases (see above).

a) Lesbian/Gay/Homosexual We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Our basic response will be that all families are different. Some children have a mum and a dad as their parents; some children have just a mum or a dad; some children have two mums and some have two dads. If a family has two mums or two dads we call those parents gay and/or lesbian or homosexual depending on their gender

b) AIDS/HIV

We all have 'germbusters' in our body which help us to fight germs. However, there are some germs called HIV which fight germbusters and destroy them. If someone has HIV and they get ill their germbusters cannot fight the germs. This illness is called AIDS.

c) Naming body parts

The correct terminology will be used by staff and encouraged by children, as fitting with the Lucinda & Godfrey scheme of work. This will be used from Early Years to Year 6.

d) Definition of the family

Teachers will base work on families and family life on the following definition of a family:

"A family is a nurture group of significant individuals who care for one another".

This definition in its wording above is for the teachers' own use and will not be shared with the children. In order to show due regard for family life, staff will ensure that they have knowledge about the children's backgrounds, and will respect each child's individual circumstances, without making value judgements.

Inclusion

All pupils, regardless of age, ability, gender or race have the same opportunity to benefit from SRE, resources and teaching methods.

Confidentiality

Although an atmosphere of trust is encouraged, teachers will not offer pupils or their parents/carers unconditional confidentiality. Information about behaviour likely to cause harm to the pupil or to others will be passed on to the appropriate agency via the Executive Headteacher or Head of schools as the designated Child Protection Officers. Child Protection procedures will be followed. This applies in all cases of concern related to the PREVENT strategy, including female genital mutilation.

References:

- Sex and Relationship Education Guidance: DfEE July 2000
- The Education Acts 1986, 1988, 1993 and 1996
- National Curriculum Programme of Study for Science
- School policies and schemes of work for Science and PSHCE