



“We seek to develop the whole child within a Christian Ethos, preparing them for a happy, healthy and fulfilled life ahead.”

Sex and Relationships Policy

Date	Review Date	Coordinator	Nominated Committee
June 16		S Kay	Curriculum

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Education Act 1996
- Equality Act 2010

The following documentation is also related to this policy:

- Statutory Guidance on Sex and Relationship Education (DfE)
- Equality Act 2010: Advice for Schools (DfE)

We have a statutory duty to teach human growth and reproduction as set out in the national curriculum for science and that this policy should be readily available to parents.

The Department for Education defines sex education as ‘...learning about physical, moral and emotional development. It is about understanding 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 Education and Relationship Education Guidance)

In this school SRE is part of the personal, social and health education curriculum, **a non-statutory part of the national curriculum. We believe it is vital that every consideration should be given in making PSHE statutory and thereby protecting teachers from accusations of 'brainwashing children' and pursuing a personal agenda when teaching sex and relationship education.**

Through SRE we inform children about sexual issues but in the context of morality and individual responsibility. This allows children to ask and explore moral questions. Under no circumstance do we use sex education as a means of promoting any form of sexual orientation.

We aim to work closely with parents, carers and governors and to create an ethos that will ensure all pupils receive appropriate, accurate and honest answers to their questions about SRE.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.



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We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

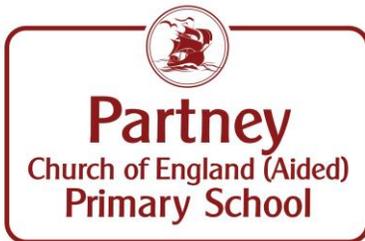
- To offer all pupils a planned programme of education about human development, relationships, sexuality and family life which is developmental and appropriate to the age and maturity of the child.
- To teach sexuality within a moral framework emphasising stable relationships and family life.
- To encourage pupils to develop a positive attitude to all body functions.
- To help children understand that they have rights over their bodies.
- To help pupils recognise peer social pressure and boost self esteem.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- produced a policy outlining the rationale and organisation of the Sex and Relationships Education (SRE) programme;
- a duty to inform parents of the policy;
- a duty to inform parents of their right of withdrawing their child from all or part of the school's SRE programme if they so wish
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;



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- nominated a committee to:
 - arrange visits to monitor the implementation of the SRE;
 - work closely with the Headteacher;
 - ensure this policy and other linked policies are up to date;
 - ensure that everyone connected with the school is aware of this policy;
 - attend training related to this policy;
 - report to the Governing Body on the success and development of this policy.
- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher

The Headteacher will:

- implement the policy;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the curriculum committee;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- organise effective training for the teaching staff so that they can handle any difficult issues with sensitivity
- monitor the effectiveness of this policy by:
 - monitoring learning and teaching through observing lessons
 - monitoring planning and assessment
 - speaking with pupils,(when appropriate) school personnel, parents and governors
- report to the Governing Body on the success and development of this policy.

Role of School Personnel

School personnel will:

- comply with all aspects of this policy;
- use a variety of teaching methods and resources to deliver the SRE programme;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions;
- report any concerns they have on any aspect of the school community.

Role of Parents



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All parents must:

- be fully aware of the school’s SRE policy;
- ask any pertinent questions regarding their child’s sex education at the school;
- be aware of their right of withdrawing their child from all or part of the SRE programme that we teach in this school
- take part in periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school.

Role of the Local Health Authority

The school nurse can provide advice and support with our SRE programme.

Sex Education Programme

Context

As a Church of England School we believe that Christian beliefs and values should underpin our Sex and Relationship Education programme. Therefore these principles underpin our policy:

- 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 process.

Aims and Objectives

Within the Personal, Social, Health and Education (PSHE) curriculum, the national curriculum for science and specific sex education lessons we will teach children about:

- The physical development of their bodies as they grow into adults
- Physical and emotional well being
- Reproduction
- Respect for their own bodies
- The importance of family life and loving stable relationships
- Relationships
- Self -esteem and respect for others
- Moral questions
- Where to seek help when things are not right

Organisation of the Sex Education Programme

Early Years



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In the early years the curriculum includes education about relationships with a focus on friendship, bullying and the building of self –esteem. Understanding the World covers simple lifecycles.

Key Stage One

In key stage one the children build on the work in the early years and continue to focus on building relationships, particularly friendships, bullying and self- esteem. They learn about the basic necessities for life, lifecycles, how to keep their bodies safe and healthy as well as identifying and naming parts of the body.

Key Stage Two

In key stage two the curriculum continues to build on the foundations laid in key stage 1. The curriculum is about developing confidence and responsibilities. It is about preparing pupils to play an active role as citizens. It supports them in developing a healthy and safe lifestyle. It helps them develop good relationships and learn to respect differences between people. In Science pupils will “describe life cycles, birth, growth, development, reproduction, death” and “describe changes in humans through the life cycle, recognise the impact of diet, exercise, drugs and lifestyle.”

The delivery of the PSHE and Science curriculum will be led by the teaching staff but other professionals or members of the community may be brought in to support the learning in these lessons.

Confidentiality

The teaching staff will endeavour to respect a child’s confidence, unless we consider the child to be at risk. Where confidentiality has to be breached, reasons will be given. Teachers cannot promise a child that they will ‘keep a secret’. If a child is considered to be at risk following a disclosure, the procedure outlined in our Child Protection Policy will be followed.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the school website
- the Staff Handbook
- the newsletter
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters

Training

All school personnel:



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- have equal chances of training, career development and promotion
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training where appropriate in order to improve their understanding of the Equality Act 2010 and its implications

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

Linked Policies

- Curriculum
- Teaching and Learning

See Appendices Documents section on Policies for Schools Website

- Frequency of Policy Monitoring
- Monitoring Implementation and Policy Effectiveness Action Plan
- Initial Equality Impact Assessment
- Policy Evaluation
- Policy Approval Form

Headteacher:		Date:	
Chair of Governing Body:		Date:	