

St James Church of England Academy



Sex and Relationships (SRE) Policy

Everyone Loved

"My command is this: Love each other as I have loved you"

John 15:12:

Joy in Lifelong learning

"Put these abilities to work; throw yourself into your tasks so that everyone may notice your improvement and progress." **Timothy 4:15**

Unlocking potential and flourishing

"I can do all things through Christ; who strengthens me." **Philippians 4:13.**

Presented to staff: **May 2017**

Approved by Governing Body: **May 2017**

Date of Review: **May 2020**

Please note this policy is due for updating however as from September 2020 there are significant changes being made in relation to the RSE / RSHE (Relationships, Sex Education / Relationships, Sex Health Education) curriculum.

We are attending training and the policy will be updated after this. We will also be incorporating sections from The Church of England document that can be found at: -

<https://www.churchofengland.org/more/education-and-schools/church-schools-and-academies/relationships-sex-and-health-education>

I suggest that you read this document as it is clear and concise in the information it contains and offers solid advice.

Jane Cook – Head Teacher
Mrs L Wright – Chair of Governors

Sex and Relationships Education (SRE) Policy

Definition

The Government's definition of Sex and Relationship Education is this:

"It is 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. It is not about the promotion of sexual activity – this would be inappropriate teaching."

(Department for Education and Employment, SRE Guidance, 2000)

Equalities Statement

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive SRE will foster good relations between pupils, tackle all types of prejudice, including homophobia and promote understanding and respect. The Department for Education have produced advice on The Equality Act 2010 and schools (DfE 2014b).

Introduction

There are many reasons why SRE is taught in schools:

- It is part of the National Science Curriculum.
- More than ever before, children are exposed to representations of sex and sexuality through the media and the social culture around them, so we need to present a balanced view of SRE.
- Rates of teenage pregnancy in the UK are relatively high – as is the regret felt by young people after early sexual experiences.
- Research shows that most parents say they want the support of schools in providing SRE for their children.
- Research consistently shows that effective SRE delays first sexual experience and reduces risk-taking.
- Surveys of children and young people have repeatedly told us that SRE tends to be "too little, too late and too biological".

At St James, we believe it is important for children, as they grow up, to come to an understanding of their own bodies, instincts and feelings. In this way they will be prepared

for the opportunities, joys and responsibilities of permanent relationships as adults. Sex is not only a given fact of human existence but, in Christian belief, a gift of God as part of creation.

Sex and Relationships Education is part of the Science and the Personal, Social and Health Education curriculum in our school. At all times, the physical development of the children is related to morality and individual responsibility, and sexual issues are dealt with within the Christian context of family life. The Local Governing Body has decided, in the light of its responsibility for deciding what form sex and relationships education should take, that children in this school should be taught about the physical development of their bodies during puberty, the effects these will have and how babies are made.

Aims and Objectives

The Academy's aim is:

- To enable young people to understand and respect their bodies, and be able to cope with the changes puberty brings, without fear or confusion.
- To help young people develop positive and healthy relationships appropriate to their age, development, etc. (respect for self and others).
- To support young people to have positive self-esteem and body image, and to understand the influences and pressures around them.
- To empower them to be safe and safeguarded.

In addition to this, our aim is that children leave St James:

- with an awareness of the significance of these changes for their own possible future roles as parents, and of the role they may play as part of God's Creation and creativity
- with an understanding of the importance of family life.

Context

We teach sex and relationships education in the context of the Academy's aims and values. While sex education in our Academy means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values, which underpin all our work at the Academy.

In particular, we teach sex education in the belief that:

- Sex education should be taught in the context of a loving, long term relationship and family life.
- Sex education is part of a wider social, personal, spiritual and moral education process.
- Children should be taught to have respect for their own bodies.
- Children should learn about their responsibilities to others and be aware of the

consequences to sexual activity.

- Children should understand the importance of building positive relationships with others, involving trust and respect.
- Children need to understand how to keep themselves safe

We teach sex education through different aspects of the curriculum. While we carry out the main sex education teaching in our personal, social and health education (PSHE) curriculum, we also teach some aspects of sex education through other subject areas (for example science and RE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

In PSHE, through our Jigsaw scheme of work, we teach children about relationships and we encourage children to discuss issues. Using our 'Taking Care' programme and materials, we teach the children to use the correct names for the parts of the body and encourage the children to ask a trusted adult from their network for help if they ever feel unsafe in any way.

In Science and PSHE lessons, teachers inform children about puberty and gestation periods of a baby. For this aspect of the Academy's teaching, we follow the National Curriculum 2014 in Science. We teach about life processes of reproduction and the main stages of the human life cycle in greater depth.

Sex and Relationship Curriculum

The Jigsaw 'Changing Me' unit, places emphasis on the changes that children will experience as they grow up: what those changes look and feel like, and why they happen. Jigsaw aims, by the end of Year 6, to have helped children understand puberty and human reproduction.

The 'Changing Me' unit is taught over a period of 6 weeks in the second half of the summer term. Each year group will be taught appropriate to their age and development stage.

Please note: at no point will a child be taught something that is inappropriate; and if a question from a child arises and the teacher feels it would be inappropriate to answer, (for example, because of its mature or explicit nature), the child will be encouraged to ask his/her parents or carers at home, and the question will not be answered to the child or class if it is outside the remit of that year group's programme.

Year 3 How babies grow and how boys' and girls' bodies change as they grow older

Year 4 Internal and external reproductive body parts, body changes in girls and menstruation

Year 5 Puberty for boys and girls, and conception

Year 6 Puberty for boys and girls and understanding conception to birth of a baby

See Appendix (1) for further information.

All lessons are taught using simple, child-friendly language and pictures, which help children, understand changes more effectively.

The key concepts that children learn in Jigsaw are inner strength, self-esteem and resilience. These are really important as they help keep children safe and it helps children to make healthy decisions later in life.

Accurate information is important but only part of the picture: help them now by building their inner resilience, so they become mindful children, mindful teenagers, and mindful adults.

We believe it is very important for boys and girls to understand each other's development. It helps to ensure that children are mindful of their peers' needs and allows them to develop into sensitive, caring, compassionate individuals who understand the changes that boys and girls experience.

Special educational needs and learning difficulties

The academy has a duty to ensure that children with SEND and learning difficulties are properly included in sex and relationship education. Sex and relationship education will help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives. Some parents and carers of children with SEND may find it difficult to accept their children's developing sexuality. Some pupils will be more confused about what is acceptable public behaviour. These children will be given more help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable. The academy will ensure that pupils with SEND receive sex and relationship education. Teachers may need to be more explicit and plan work in different ways in order to meet the individual needs of children with SEND or learning difficulties. The academy will take care not to marginalise sex and relationship education. We are an inclusive school; therefore pupils with SEND will not be withdrawn from sex and relationships education for catch-up sessions or interventions.

The role of Teachers

The teacher is responsible for establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike. To enable this, it is important that 'ground

rules' are agreed and owned at the beginning of the year and are reinforced in every PSHE and SRE lesson through the use of the Jigsaw Charter. The Jigsaw 'Changing Me' module and materials should be used by the teaching staff to ensure that SRE is delivered consistently across the school.

The role of Parents

The Academy is well aware that the primary role in children's sex and relationships education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation.

In promoting this objective we:

- inform parents about the school's sex and relationships education policy and practice;
- write to parents to inform them specifically when the sex and relationships education will take place so that parents are prepared for possible questions or have the opportunity to have a discussion with their child beforehand.
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the academy.

Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our academy. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The academy always complies with the wishes of parents in this regard.

The role of other members of the community

We are regularly visited by our local clergy, and we encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education, particularly the school nurse and other health professionals.

The role of the Head Teacher

It is the responsibility of the head teacher to ensure that both staff and parents are informed about our Sex and Relationships Education policy, and that the policy is implemented effectively. It is also the head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity. The head teacher liaises with external agencies regarding the school Sex and Relationships Education programme where applicable, and ensures that all adults who work with children on these issues are aware of the school's policy, and that they work within this framework.

The head teacher monitors this policy on a regular basis and reports to the governors, when requested, on the effectiveness of the policy.

Confidentiality

Sex and Relationships Education is conducted in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teaching staff will take the matter seriously and report it to the Designated Safeguarding Lead (DSL). Teachers will respond in a similar way if a child indicates that he/she may have been a victim of abuse. In these circumstances the teacher will follow protocols and procedures set out by the Warwickshire Children's Safeguarding Board. The head teacher/DSL will then deal with the disclosure through consultation with Warwickshire Multi Agency Safeguarding Hub (MASH) as a matter of urgency. (See Child Protection and Safe Guarding Policy)

Older children are expected to act responsibly and respect the fact that younger children in the school may not have the same information as they do. They are therefore encouraged not to share the information they have received with the younger children in the school.

Monitoring and evaluation

The PSHE and science co-ordinators will monitor delivery of SRE through observations, pupil voice, book scrutiny and discussions with teaching staff to ensure consistent and coherent practice.

Evaluation of the effectiveness of SRE will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience
- Parental feedback