

## **HEDDON-ON-THE-WALL ST. ANDREW'S CE PRIMARY SCHOOL**

### **POLICY STATEMENT FOR RELATIONSHIPS AND SEX EDUCATION**

**'God is love. Whoever lives in love lives in God, and God in him.'**  
**1 John 4:16**

#### **Rationale**

This policy statement for Relationships and Sex Education is based upon the DfEE guidance document 'Sex and Relationship Education Guidance' (ref: DFEE 0116/2000). In this document, Relationships and Sex Education is defined 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.'*

Relationships and Sex Education is part of the Personal, Social, Health and Citizenship curriculum in the school. While the school uses Relationships and Sex Education to inform learners about sexual issues we do this with regard to matters of morality and individual responsibility, and in a way that allows learners to ask and explore moral questions. Relationships and Sex Education is not used as a means of promoting any form of sexual orientation.

#### **Aims and Objectives**

As part of their preparation for life the school aims to:

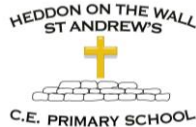
- Prepare learners to cope with the physical and emotional challenges of growing up;
- Introduce them to an elementary understanding of human reproduction;
- Explore and develop their relationships with family, friends and community.

The School teaches learners about:

- Respect for their own bodies;
- The importance of family life;
- Moral questions;
- Relationship issues;
- Respect for the views of other people.

#### **Context**

Relationships and Sex Education is taught in the context of the School's aims and Christian values. Relationships and Sex Education in this school means that learners



are given an awareness of the moral code and values which underpin effective relationships. In particular Relationships and Sex Education is taught in the belief that:

- Relationships and Sex Education should be taught in the context of marriage and family life;
- Relationships and Sex Education is part of a wider social, personal, spiritual and moral education process;
- Learners should be taught to have respect for their own bodies;
- Learners should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- It is important to build positive relationships with others, involving trust and respect;
- Learners need to learn the importance of self-control.

By the end of Key Stage 1 learners will have been taught;

- That humans develop at different rates;
- That humans produce babies and that all babies have specific needs;
- The main external body parts;
- Ways in which people live and work together;
- That individuals have rights over their own bodies;
- To use strategies to maintain their personal safety.

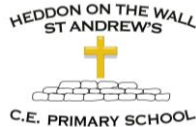
By the end of Key Stage 2 learners will have been taught:

- The range of their own and others' feelings and emotions;
- The importance of personal safety and what to do or to whom to go to when feeling unsafe;
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and social media;
- To be prepared for puberty and adulthood including physical and emotional changes that take place at puberty, including conception, pregnancy and birth.

### **Organisation**

Relationships and Sex Education is taught through different aspects of the curriculum. While the main Relationships and Sex Education teaching is carried out in the Personal, Social, Health and Citizenship (PSHCE) curriculum, some is also taught through other subjects such as Science and Physical Education where it is felt it would significantly contribute to the learner's knowledge and understanding of their own body and how it is changing and developing.

In PSHCE learners are taught about relationships and they are encouraged to discuss issues. The School encourages learners to ask for help if they need it.



The School delivers Relationships and Sex Education through the use of the 'Lucinda and Godfrey' materials and scheme of work supplemented by materials from The Christopher Winter Project – Teaching SRE with Confidence in Primary Schools.

The minimum statutory requirement for Relationships and Sex Education is that schools must deliver the National Curriculum for Science to all children within School:

#### Key Stage 1

- Animals, including humans, move, feed, grow, use their senses and reproduce;
- Children should name and recognise the main external parts of the human body;
- That humans can produce offspring and these grow into adults;
- Children should recognise similarities and differences between themselves and others and treat others with sensitivity.

#### Key Stage 2

- That the life processes common to humans and other animals include nutrition, growth and reproduction;
- The main stages of the human life cycle, including puberty.

The School liaises with the Local Health Authority about suitable teaching materials to use with learners during these lessons. Teachers and other staff do their best to answer all questions with sensitivity and care.

The School Health Advisor may be involved with planning and delivering aspects of Relationships and Sex Education in Year 5, with a focus on puberty. Parents and carers would be informed prior to this taking place and encouraged to discuss issues at home.

#### Inclusion

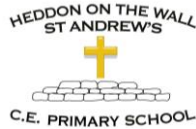
*'Mainstream schools and special schools have a duty to ensure that children with special educational needs and learning difficulties are properly included in sex and relationship education. Sex and relationship education should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives.'*

Sex and Relationship Education Guidance (ref: DFEE 0116/2000).

Learners may have varying needs regarding SRE depending on their circumstances and background. The school strongly believes that all learners should have access to Relationships and Sex Education that is relevant to their particular needs. To achieve this, the School's approach to Relationships and Sex Education will take account of:

#### The needs of Boys as well as Girls

Girls may have greater access to Relationships and Sex Education than boys, both through the media (particularly magazines) and the home. The School will consider the particular needs of boys, as well as girls, and approaches that will actively engage them,



such as single sex grouping at times. The School will also be proactive and respond robustly in combating stereotyping, sexism, sexist bullying, teasing and name calling using sexualised language or around sexual orientation. (For further details please see the Anti-Bullying Policy

<http://www.heddon-school.co.uk/wp-content/uploads/2018/09/Anti-Bullying-Policy-v1.1-September-2018.pdf>)

### **Ethnic and Cultural Diversity**

Different ethnic and cultural groups may have different attitudes to Relationships and Sex Education. The School has a pluralist approach that takes account of parents' views and promotes respect for, and understanding of, the views of different ethnic and cultural groups.

### **Varying Home Backgrounds**

We recognise that our learners may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of learners based on their home circumstances.

### **Sexual orientation**

On average, about 5% of learners will go on to define themselves as lesbian, gay, bi-sexual or transgender (LGBT). Students may also have LGBT parents / carers, brothers or sisters, other family members and/or friends. All our learners will meet and work with LGBT people. The School believes that all learners are uniquely made in the image of God and unconditionally loved by Him. Everyone is equal and is treated with dignity and respect. Therefore the School approach to Relationships and Sex Education will include sensitive, honest and balanced consideration of sexual orientation and sexual identity and will recognise / celebrate difference and diversity.

### **Special Educational Needs and Disabilities**

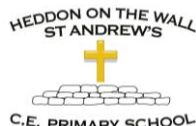
The School will take account of the fact that some learners may have learning, emotional or behavioural difficulties or physical disabilities that result in particular Relationships and Sex Education needs.

### **The teaching programme for Relationships and Sex Education**

The School intends that all learners shall experience a programme of Relationships and Sex Education at a level which is appropriate for their age and physical development, with adaptations for those whose cognitive development is particularly slow.

### **Dealing with difficult Topics / Questions**

All teachers are aware of the ground rules which provide an agreed structure to answering sensitive or difficult questions. Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual learner's needs.



- **'Silly questions'** Learners are testing boundaries and have no interest in the answer. In this case, teachers will not answer questions, and explain that they are inappropriate;
- **'Concerning questions'** these could possibly be indicative of Safeguarding issues. In this case, teachers will follow the school safeguarding procedures;
- **'Genuine questions'** the learner has a genuine but age inappropriate question. In this case, the learner's question will be acknowledged, with a promise to return to it later. The Class Teacher will then consult with the learner's parents, and discuss if they would like to answer, or they want school to answer, in the case of the latter, it will be discussed with parents how much information they are happy for their child to have.

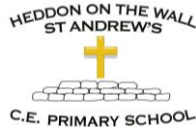
### The Role of Parents

The School is well aware that the primary role in learner's Relationships and Sex Education lies with parents and carers. The School wishes to build a positive and supporting relationship with parents and carers of learners at the school through mutual understanding, trust and co-operation. In promoting this objective the School will:

- Inform parents and carers about the Relationships and Sex Education Policy and practice via the School website and face to face meetings;
- Answer any questions that parents and carers may have about the Relationships and Sex Education for their child;
- Take seriously any issues parents and carers raise with staff or Governors about this Policy Statement or the arrangements for Relationships and Sex Education in the School;
- Encourage parents and carers to be involved in reviewing the Policy Statement and making modifications if necessary;
- Inform parents and carers about the best practice known with regard to Relationships and Sex Education in collaboration with the School Health Advisor so that teaching in school supports the key messages that parents and carers give at learners at home. The School believes that, through this mutual exchange of knowledge and information, learners will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

Parents and carers have the right to withdraw their child from all or part of the Relationships and Sex Education programme that is taught in school which is not included in the Science National Curriculum. However this rarely happens, as by working in partnership with parents they recognise the importance of this aspect of their child's education.

*'If the parent of any pupil in attendance at a maintained school requests that he may be wholly or partly excused from receiving Sex Education at the school, the pupil shall, except so far as such education is comprised in the National Curriculum, be so excused accordingly until the request is withdrawn.'*



## Education Act 1996 (Section 405)

The Relationships and Sex Education policy is shared on the School website and full details are available on request. The school informs parents when aspects of the Relationships and Sex Education programme are taught and will be given an outline of the lessons in advance so they are able to make an informed decision.

If a parent or carer wishes that their child should be withdrawn 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 School will always comply with the wishes of the parent or carer in this regard.

### **The Role of other Members of the Community**

The School encourages other valued members of the community to work with the school to provide advice and support to learners with regard to Health Education. In particular, members of the Local Health Authority, such as the School Health Advisor and other Health professionals, give us valuable support with our Relationships and Sex Education programme. Other people that the School can call on include local clergy and social workers.

### **Confidentiality**

Staff conduct Relationships and Sex Education lessons in a sensitive manner and confidence. If a learner indicates that they may have been a victim of abuse this matter will be taken seriously and dealt with as a disclosure.

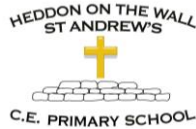
In such circumstances the member of staff will speak to the learner as a matter of urgency and all concerns will be shared with the Designated Person for Child Protection (Mr. A. Wheatley, Headteacher or Miss. F. O'Reilly, 2<sup>nd</sup> Designated Person for Child Protection). The Child Protection Policy will be initiated and the disclosure dealt with in line with the specified protocols and procedures.

See the Child Protection Policy (<http://www.heddon-school.co.uk/wp-content/uploads/2018/09/Child-Protection-Policy-September-2018v1.3.pdf>) for further details.

### **The Role of the Headteacher**

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about the Relationships and Sex Education policy statement and that it is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training so that they can deliver Relationships and Sex Education effectively and handle any difficult issues sensitively.

The Headteacher liaises with external agencies regarding the Relationships and Sex Education programme and ensures that all adults who work with learners on these issues are aware of the Policy Statement and that they work within this framework.



The Headteacher monitors this Policy Statement on a regular basis and reports to the Governing Body, when requested, on the effectiveness of this policy.

### **Monitoring and Review**

The Governors have designated Mr. G. Stewart, as the Governor with specific responsibility for Relationships and Sex Education within the School. Through visits and discussion with the Headteacher, staff and learners she reports back to the Curriculum Committee on an annual basis. This committee reports its findings and recommendations to the full Governing Body, as necessary, if the policy requires modification. The Curriculum Committee gives serious consideration to any comments from parents or carers about the Relationships and Sex Education programme and makes a written record of all such comments. Governors require the Headteacher to keep a written record, giving details of the content and delivery of the Relationships and Sex Education programme that is taught in school.

Relationships and Sex Education Co-ordinator:	Mr. A. Wheatley (Headteacher)
First Designated Person Child Protection:	Mr. A. Wheatley (Headteacher)
Second Designated Person Child Protection:	Mrs. F. O'Reilly (Key Stage 2 Co-ordinator)
Relationships and Sex Education Governor:	Mr. G. Stewart