

Sex and Relationship Education Policy

See also Grangewood RE, Safeguarding, PSHE, SMSC, Welfare and Safety of Pupils, Equal Opportunities Policies and KS2 Science P.O.S

This policy covers:

Relationship Education for 5 – 11-year-olds

Sex and Relationship Education for students who are 9 – 11-year-olds

This policy has been written with regard for the Sex and Relationship Education Guidance published in 2000, and further clarification from the DfE in July 2017.

1 Introduction

- 1.1** In this policy the Governors and staff of Grangewood Independent set out our intentions with regard to sex and relationship education (SRE). We set out our rationale for and approach to sex and relationship education in the school. It is characterised by a whole person, whole school, and developmental approach thus setting it firmly within our distinctively Christian vision of education.
- 1.2** This policy aims to provide all our young people with a curriculum that ensures they are prepared for adult life in modern Britain. Sex and Relationship Education, and Personal Social Health and Economic Education (PSHE) can help to provide students with the key knowledge to:
- ensure that they can keep themselves safe;
 - develop healthy and positive relationships;
 - maintain good mental health;
 - build resilience;
 - manage their finances;
 - prepare for the workplace; and
 - successfully navigate the changing world in which they are growing up.
- 1.3** We understand that from **September 2019**, and subject to making the regulations, all primary schools (maintained, academies or **independent**) will be required to provide Relationships Education (Rel. Ed) and all secondary schools (maintained, academies or **independent**) will be required to provide Relationship and Sex Education (RSE); until that point we will continue to provide this curriculum under the current standards and legislation.
- 1.4** Our focus through this curriculum area is helping our students to build healthy relationships and stay safe.
- 1.5** We aim to develop an integrated approach that is sensitive to the needs of our students and the school community; and in accordance with our faith. We honour and affirm the role of Parents including their right to withdraw their child from sex education, other than sex education as part of science.
- 1.6** We are committed to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that sex and relationship education is an integral part of this education. Furthermore, as a Christian school we endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes.
- 1.7** In sex and relationship education (SRE), we place the emphasis on the understanding and formation of respectful, loving relationships which exist between friends and within families.

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- 1.8 Understanding how relationships work and developing relationship skills gives a context for understanding human sexuality, sexual health and marriage.

2 Relationships and Sex Education

2.1 Definition:

'Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships.' Sex and Relationship Education Guidance (DfE 0116/2000)

- 2.2 As a Christian school which values the input of parents/carers, and the great benefits of partnership between home and school, we believe that parents/carers have the right to have a say in what sex education their children should be taught other than sex education as part of our science curriculum.
- 2.3 We believe that children and young people have not yet attained full maturity and are not always able to assimilate this information; therefore, staff will keep this in mind when delivering sex education and ensure that the information comes at an appropriate time and in a manner matched to their age, needs, physical and psychological maturity. Awareness of where each child is in their development and their individual differences will be key factors in choosing when to deliver this education.
- 2.4 We will provide our students with clear, helpful and accurate sex education which is compatible with the ethos and values of the school. Sex Education will reflect the values of the PSHE and Citizenship requirements. It will be taught in the context of adults, within committed, long-term, loving relationships. In addition, it will promote self-esteem and emotional health and well-being and help pupils form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the wider community. All questions will be answered openly but sensitively.
- 2.5 There will be sensitivity and respect shown for all people whether married, non-married or in same-sex relationships. When teaching issues around LGBT, we will ensure that our upper KS2 students, whatever their developing attractions, feel that the teaching meets their needs. Our students will learn that there are different types of relationships, in a way that is sensitive to their needs; and in accordance with our faith. We will ensure that it is inclusive and meets the needs of all our students. We will also adhere to our duty towards the nine Protected Characteristics under the Equalities Act and Public Sector Equality Duty.

3 Aims and Objectives:

- To provide our students with a knowledge and understanding of Biblical teaching on relationships and sexual love, depending on their age and maturity levels;
- To provide our students with a positive understanding of what constitutes good, loving relationships;
- To clarify and reinforce existing knowledge;
- To provide our students with a knowledge and understanding of the biological facts about human reproduction, depending on their age;

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- To provide our students with the skills and confidence to defend themselves against unwanted pressures to be sexually active and to keep them safe;
- To raise students' self-esteem and confidence, especially in their relationships with others;
- To help students understand their feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help students' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities;
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support;
- To develop skills for a healthier safer lifestyle;
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- To respect and care for their bodies;
- To be prepared for puberty and adulthood.

4 Teaching following the Legal Re-definition of Marriage

4.1 Marriage (Same Sex Couples) Act 2013:

4.2 Students will be made aware that the Marriage (Same Sex Couples) Act 2013 extends civil marriage to same sex couples in England and Wales, although the law prevents ministers of the Church of England carrying out SSM. Nothing in the act affects the rights of Christian schools to teach on marriage or on same sex relationships in accord with Biblical principles, provided it is done in an appropriate and sensitive way.

4.3 Recent guidance from the Equality and Human Rights Commission (EHRC) provides helpful clarification that the traditional, Biblical nature of marriage can continue to be taught schools. The EHRC states:

“Teachers, other school staff, governors, parents and pupils are all free to hold whatever personal views they choose on marriage of same sex couples, including a view that marriage should only be between a man and a woman. The Government recognises that the belief that marriage can only be between a man and a woman is a belief worthy of respect in a democratic society.”

“Schools with a religious character can continue to deliver sex and relationship education in accordance with their particular religious doctrines or ethos. They must do so in a sensitive, reasonable, respectful and balanced way.”

5 Curriculum Planning

5.1 The School Leadership, Governors and Trustees will:

- Ensure that all aspects of the programme are covered in sufficient depth.
- Ensure that the physical and emotional changes experienced during puberty are taught in year 5 or the beginning of year 6.
- Ensure that, at the appropriate age, staff emphasise resisting peer-pressure in relation to drugs, alcohol, and sexual consent

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- Ensure that staff teach about respect for others, different types of bullying and how to prevent and tackle them
- Ensure that students' economic well-being and financial capability is developed

5.2 The Following will be Taught at the Appropriate Levels

Early Years Foundation Stage (EYFS)

- Children learn about the concept of male and female and about young animals.
- They develop skills to form friendships and think about relationships with others.
- Understand the idea of growing from young to old.

Key Stage One (KS1)

Through work in Science students will:

- Learn about life cycles of some animals.
- Enhance understanding of growing from young to old and learn that all living things reproduce.
- Learn about the importance of personal hygiene to maintain good health.

Through work in PSHE students will:

- Reflect on family relationships, different family groups and friendship
- Learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved
- Begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them
- Learn about personal safety

Key Stage Two (KS2)

Through work in Science students will:

- Build on their knowledge of life cycles.
- Personal hygiene and growth.
- Learn about the basic biology of human reproduction including birth of a baby in years 5 & 6.
- Learn about the physical, emotional and social changes at puberty in years 5 & 6.

Through work in PSHE students will:

- Develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship.
- Develop skills needed to form relationships and to respect other people's emotions and feelings.

- Consider how to make simple choices and exercise some basic techniques for resisting pressures.
- Focus on the development of skills and attitudes not just the acquisition of knowledge.

5.3 Our sex and relationship education is woven into our main curriculum.

5.4 Our sex and relationship education will not encourage early sexual experimentation. It will teach young people to understand human sexuality and to respect themselves and others. It will enable our young people to mature, to build up their confidence and self-esteem and understand the reasons for delaying sexual activity. It will build up knowledge and skills that are particularly important today because of the many different and conflicting pressures on young people.

6 Responsibilities

6.1 The Key Stage Coordinator is the designated teacher with responsibility for coordinating sex and relationship education.

6.2 It is the responsibility of the Governing Body, working with the Key Stage Coordinator, Head Teacher and Senior Leadership Team (SLT), to ensure that the sex and relationship education must be in accordance with the teachings of the Bible and the wishes of the parents. This will be achieved through careful monitoring of the teaching resources used.

6.3 Therefore, in considering the resources which will be used to teach this subject, governors should take into account:

- The need to support parents and carers by providing education which is faithful to the teachings of the Bible and appropriate for the ages and stages of development of the students;
- The extent to which specific materials can be used to illustrate the beauty of the human being created by God;
- The values implied by specific resources and the way in which they may be used to enhance students' understanding of human development and Biblical teaching;
- The accuracy and clarity of material presented.

6.4 It is important that any external visitor to the school is also clear about their role and responsibility while they are in a school. Such visits should complement the school's current programme. Visitors may need guidance to ensure that sessions they deliver are respectful of this policy

6.5 Sex and relationship education is delivered through science, PSHE, and Citizenship, sex and relationship education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors.

6.6 A range of teaching methods which involve children's full participation are used to teach sex and relationship education. These include use of DVDs, discussion, looking at case studies and visitors.

6.7 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. In particular, members of the Local Health Authority, such as the school nurse and

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other health professionals, give us valuable support with our SRE programme. Other people that we might call on include local clergy, social workers and youth workers.

7 Specific Issues

7.1 Parental Consultation

- Full details of the sex and relationship education provided by the school are available on request.
- The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to view the videos and resources being used.
- By working in partnership with parents they recognise the importance of this aspect of their child's education. Parents do however have the right to withdraw their children from those aspects of sex and relationship education, not included in the Science Curriculum. In this case, alternative work would be set.

7.2 Parents' Right to Withdrawal

- Parents will be given two weeks' notice of any SRE lessons regarding specific sex education. They will have the right to withdraw their children from these lessons providing they make this request in writing three school days before the activity, to allow time to make other provisions for their child.

7.3 Child Protection / Confidentiality

- Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.
- The staff member will inform the Head Teacher Designated / Child Protection person (DSL) in line with the school's procedures for child protection.
- A member of staff should not promise confidentiality if concerns exist.

7.4 Dealing with Difficult Questions

- Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Sessions may use an anonymous question box as a distancing technique.
- 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 child's needs.

7.5 Children with Special Needs

- Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

7.6 Links with Other Policies

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This policy is linked with the following policies, which can be provided on paper by contacting the school office or downloaded from the school website (www.grangewoodschool.com):

- PSHE & Citizenship
- SMSC
- Equal Opportunities
- Child Protection / Safeguarding
- Confidentiality
- Behaviour
- Anti-Bullying

8 Monitoring and Review

- 8.1** The governing body monitors the impact of our SRE policy on an annual basis.
- 8.2** The governing body gives serious consideration to any comments from parents about the SRE programme and makes a record of all such comments.
- 8.3** Governors require the Key Stage Coordinator and Headteacher to keep a written record, giving details of the content and delivery of our SRE programme.
- 8.4** This policy will be reviewed annually or earlier if necessary.

Signed:

Date:

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