

# **BROAD CHALKE CE VA PRIMARY SCHOOL**

## **PERSONAL RELATIONSHIPS EDUCATION POLICY 2018**

Mission Statement: With the love of God we learn, care, grow and share

This policy is based on documents approved by Bristol and Salisbury Diocesan Boards of Education for use in their church schools. It is used as a template for the governing bodies of Church of England schools to discuss, amend and adopt, in the light of their unique school context. We have chosen to call our policy a Personal Relationships Policy rather than a Sex and Relationships Policy because we feel this better reflects the nature of what we are teaching. This policy covers the teaching about forming friendships, relationships, naming body parts, differences between genders and the body changes which occur during puberty.

### **1 Introduction**

1.1 This school's policy is based on the DfE's Sex and Relationships Education (SRE) Guidance (2000). Therefore, there are references to SRE even though we choose not to call it that.

We have taken account of the guidance provided in teaching materials supplied by the Diocese. Sensitivity and respect should be shown to all children when teaching about personal relationships and sex education. SRE should be taught in a way to ensure that there is no stigmatization of children based on their home/personal circumstances.

### **1.2 Context**

All SRE in a Church of England school should be set in a context that is consistent with the school's Christian ethos and values.

- SRE should be based on inclusive Christian principles and values, emphasising respect, compassion, love, care and forgiveness.
- SRE should be taught in the light of the belief in the absolute worth of all people and the unconditional infinite love of God.
- SRE should be sensitive to the circumstances of all children and be mindful of the variety of expressions of family life in our culture, yet it should also uphold the Christian values regarding relationships and marriage and respect for all loving relationships.
- Issues regarding human sexuality should be addressed sensitively.
- The exploration of reproduction and sexual behaviour within the science curriculum should stand alongside the exploration of relationships, values, morals and Christian belief.

Pupils are given the opportunity to explore their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions. However, this is exercised within an understanding of the right of people to hold their own views within a framework of respect for others.

### **2 Aims and objectives**

We teach children about:

- The physical development of their bodies as they grow into adults;
- The way humans reproduce;

- Respect for their own bodies and committed, long term and loving relationships;
- The importance of commitment and family life;
- Moral questions;
- Relationship issues;
- Respect for the views of other people;
- What they should do if they are worried about any sexual matters.

### **3 Principles**

SRE should be based on the following principles:

- The sanctity of marriage is an important belief in Christian teaching and practice.
- Children should learn the significance of marriage and families as key building blocks of community and society.
- Sex education includes learning about physical and emotional development.
- Sex education is part of a wider social, personal, spiritual and moral education process.
- Children should be made aware of the ways in which advertising and the media influences their views about self-image (Y6 PSHE).
- Children should be taught to have respect for their own and other people's bodies.
- Children should learn about their responsibilities to others.
- Children need to learn the importance of protecting themselves
- Children should be made aware of God's forgiveness and that there is always a chance for a fresh start..
- Children should learn that it is important to build positive relationships that involve trust and respect.
- Children need to learn how to keep themselves safe when using the internet and other forms of technology.
- Children need to be aware of responsible use of all forms of technology in order to respect the well-being and integrity of others.

### **4 The National Healthy School Standard**

We participate in the Healthy School Standard Scheme, which promotes health education. As participants in this scheme we:

- Consult with parents on all matters of health education policy;
- Listen to the views of the children in our school regarding personal relationships education;
- Provide the best personal relationships education programme that we can devise to suit the context of our school.

### **5 Organisation of sex education within personal relationships**

**5.1** We teach sex education through different aspects of the curriculum. We carry out the main sex education teaching in our Personal, Social, Health Education (PSHE) curriculum. We also teach some sex education through other subject areas (for example, in science).where we feel that this contributes to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Our

approach to SRE will be in line with the KS1 and KS2 resource from the Diocese called 'Love and Sex Matters'. In this resource there are a series of 7 lessons for Y2 and Y6. In addition to this the Learn4Life programme devised by Wiltshire Council has lesson plans for Y1 to Y6 which cover SRE in an age-appropriate way.

**5.2** In PSHE education we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty. For example, in KS2 we tell the children that boys' voices will change during puberty and we explain about menstruation. We encourage the children to ask for help if they need it.

**5.3** In science lessons, in KS2, teachers inform children about puberty. For this aspect of the school's teaching, we follow the guidance material in the national scheme of work for science. In Key Stage 1 we teach children about how animals including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Year 5 we teach about the main stages of the human life cycle in greater depth.

**5.4** In Key Stage 1 PHSE children begin to reflect upon the importance of relationships and learn about the institution of marriage. They will learn about the beliefs and values that underpin and support the nurture and care of children in the family.

**5.5** In years 4, 5 and 6 we place a particular emphasis on body changes and puberty, as many children experience the onset of puberty from this age. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children. In brief, Year 4 covers body changes; Year 5 covers puberty and in Year 6 we build on this with how babies are born.

**5.6** We offer an opportunity for all parents and carers of children in Year 5 and Year 6 to see the materials the school uses in its teaching and to discuss in greater detail if necessary. In Year 5 we use a DVD called 'Help I'm Hairy!' by Catcher Media produced for Walsall School Health Authority. In Year 6 we use a DVD called *Growing Up: A Guide to Puberty produced by Bounty*. Neither of these DVDs are about how babies are made; they are age-appropriate guides to what happens to children's bodies during puberty. Eggs and sperm are mentioned but not the act of sexual intercourse.

## **6 The role of parents in sex education**

**6.1** The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supportive 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 education policy and practise;
- Answer any questions that parents may have about the sex education of their child;

- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in school;
- Inform parents about the teaching of sex education in school so that the parents and school can work together to support the child with regard to sex education. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities. Staff will refer questions to the parents if pupils ask a question about how sexual intercourse happens.

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

## **7 The role of other members of the community**

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 other health professionals, give us valuable support with our personal relationships programme.

## **8 Confidentiality and safeguarding children procedures**

Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or is likely to be involved, in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that he/she may have been a victim of abuse. If the teachers have concerns, they will draw their concerns to the attention of the headteacher and/or the designated safeguarding lead for child protection. The headteacher will then deal with the matter in consultation with health care professionals. (See also Child Protection Policy.)

## **9 The role of the headteacher**

**9.1** It is the responsibility of the headteacher to ensure that both staff and parents are informed about our sex education policy, and that the policy is implemented effectively. It is also the headteacher'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.

**9.2** The headteacher liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

**9.3** The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

## **10 Monitoring and review**

**10.1** The Curriculum Committee of the governing body monitors our personal relationships policy. This committee reports its findings and recommendations to the full governing body, as necessary, and if the policy needs modification. The

Curriculum Committee gives serious consideration to any comments from parents about the programme for personal relationships, and makes a record of all such comments. This policy covers the details of the content and delivery of the personal relationships education programme that we teach in our school. Governors have viewed materials, such as the DVDs, to check they are in accordance with the school's ethos.

**10.2** The Personal Relationships Education Policy has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

Anti-bullying Policy  
Behaviour Policy  
Confidentiality Policy  
Single Equalities Policy  
Health and Safety Policy  
ICT Policy  
Online Safety and Responsible Use Policy  
PSHE and Citizenship Policy  
RE Policy  
Safeguarding/Child Protection Policy  
SMSC Policy  
Special Educational Needs Policy  
Science Policy

**Date Ratified by FGB: March 2013 and updated May 2013**

**Reviewed: March 2015, February 2018**

**Date of next review: March 2021**