



The Thames Bridge C of E Federation

Sex and Relationship Education Policy - November 2016

The governing body of Clifton Hampden C of E Primary School and Culham Parochial C of E Primary School has agreed to adopt this policy as set out below.

Monitoring and evaluation

This policy will be monitored by the Governors and reviewed by the staff as part of the school's monitoring cycle.

Date of writing – November 2016

Date of review – November 2018

Date policy approved by Governors

Signed:

Headteacher:

Chair of Governors:

RATIONALE

The Education Reform Act (Section 1) states that schools should provide a curriculum that *“promotes the spiritual, moral, cultural, mental and physical development of pupils... and of society: and prepare such pupils for the opportunities, responsibilities and experiences of adult life.”*

Sex and Relationships Education (SRE) is an important dimension of this statutory entitlement. As part of our emphasis on the care and well-being of all children in The Bridge C of E Federation we aim to prepare them to cope with the physical and emotional challenges of growing up and to give children an elementary understanding of human reproduction. We are committed to deliver this within the context of a broad and balanced curriculum.

This Policy has been written using ‘Guidance on producing your school’s SRE policy – PSHE Association 2013’.

AIMS

In our school we aim through implicit and explicit learning experiences to

- ◆ ensure that sex and relationship education is integrated into the curriculum.
- ◆ foster self-esteem and respect for others as the cornerstone of good health education and of therefore good sex and relationship education.
- ◆ nurture a partnership between caring adults – governors, teachers, ancillary staff and parents – to ensure sensitive support for children and young people as they grow and mature.
- ◆ ensure children have the ability to accept their own and others’ sexuality.
- ◆ encourage children to enjoy relationships based upon mutual trust and respect, free from any abuse.
- ◆ generate an atmosphere where questions and discussion on sexual matters can take place without embarrassment.
- ◆ answer with honesty, questions that may arise.
- ◆ adopt a whole school approach to Sex and Relationship Education.

TEACHING AND LEARNING

Effective teaching of sex and relationship education will increase pupils’ knowledge of

- ◆ the body, so that they can name parts of the body and describe how their bodies work
- ◆ human growth, development and life cycles and prepare them for puberty.
- ◆ families and parenting
- ◆ safety and child protection, in order to protect themselves and ask for help and support
- ◆ sexual identity.

It will also enable pupils to

- ◆ improve their self-esteem
- ◆ develop confidence in talking, listening and thinking about feelings and relationships
- ◆ make informed choices and decisions
- ◆ be informed about matters relating to on-line safety
- ◆ develop personal initiative and be able to take responsibility
- ◆ recognise personal skills and qualities in themselves and others
- ◆ maintain and develop relationships
- ◆ develop self-confidence
- ◆ develop assertiveness in appropriate situations
- ◆ develop the motivation to succeed.

Within the taught curriculum, i.e. the whole school environment, pupils will be given frequent and regular opportunities to focus on feelings and to practise personal and interpersonal skills. We value and respect the learning that occurs in the community and in the home believing that these, alongside school links, are essential dimensions of sex and relationship education. It is important to involve, whenever possible, and certainly to inform parents, about the sex and relationship education programme within the curriculum. Parents/carers have the right to withdraw their child from receiving sex and relationship education at school. However the teaching of the Science Curriculum is statutory and children may not be withdrawn from the topics of 'Life Processes and Living Things' or 'The Main Stages of Human Life'.

SRE is taught by the School Nurse or Y5/6 classteacher during specific planned sessions. Further opportunities to ask questions and support pupils are provided by the class teacher.

SRE will be taught in a moral and values framework, which focuses on the following aspects:

- Self-respect
- Respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality
- Taking account of other people's feelings
- Mutual support and co-operation
- Truthfulness and honesty
- Accepting responsibility for the consequence of our own actions
- The right of people to hold their own views
- Not imposing our own views on other people
- Not infringing the rights of other people
- The right not to be abused by other people or be taken advantage of
- The right of people to follow their own sexuality within legal parameters
- A responsibility to develop relationships, including sexual relationships, based on mutual consent rather than coercion
- The right to accurate information about sex-related issues
- An entitlement to an appropriate and balanced SRE
- The right to access helping services.

Confidentiality

Teachers will not encourage pupils to disclose information 'in confidence' that they may have to pass on at a later stage. Wherever possible, teachers will make clear to pupils where the boundaries of confidentiality lie before pupils make personal disclosures.

There is no general legal duty for teachers to disclose personal information given by a pupil to anyone else – senior managers, colleagues, parents/carers, police etc. However, **teachers are contractually bound to disclose information about physical or sexual abuse of children and young people to their designated child protection member of staff and/or Social Services.**

The following will help to establish clear boundaries for confidentiality between pupils and teachers:

- Reassuring pupils that their best interests will be maintained
- Encouraging pupils to talk to their parents or carers and giving them support to do so
- Ensuring that pupils know that teachers cannot offer unconditional confidentiality
- Reassuring them that if confidentiality has to be broken, they will be informed first and then supported as appropriate

- If there is any possibility of abuse, following the school's child protection policy/procedure
- Making sure that pupils are informed of sources of confidential help- for example the school nurse, counsellor, GP or local young person's advice service
- Using ground rules in lessons.

Sexuality

SRE will include discussion of sexuality in a sensitive manner and will include positive representations of lesbian, gay, bi and transgender people. Discussion of relationships will not be solely about heterosexual relationships and the word 'partner' can be used rather than assuming all girls have or want boyfriends and all boys have and want girlfriends. It is important to encourage tolerance and understanding and not demean or encourage prejudice against people whose sexuality is not shared by the majority. Challenging sexism and homophobia is part of our school's approach to equal opportunities.

Answering difficult questions

It is important that children feel able to ask any questions that they wish and that their questions are valued. Sometimes a child will ask an explicit or difficult question in the classroom. These questions will be answered with due consideration of the child's prior learning or readiness for learning.

If necessary teachers will ask a child to wait for an answer to give them time to consult with the school's leadership team. (For instance: 'That is a really interesting question and I need a little time to think because I want to give you a really good answer.') Teachers answer questions on behalf of the school and should feel able to work with colleagues to construct an appropriate answer.

Part of our practice with older pupils is to have an anonymous question box where pupils who are not comfortable raising questions in an open setting may ask questions to be responded to at a later date.

ASSESSMENT, RECORDING AND REPORTING

As with any learning process assessment of pupils' personal, social and emotional development is important. It provides information which indicates pupils' progress and achievement and informs the development of the programme.

Pupils do not pass or fail within this area but have the opportunity to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on pupils' self-awareness and self-esteem.

We do not assess pupils in all areas of the PSHE and Citizenship programme; however opportunities for pupils to reflect on their progress are identified. It is inappropriate to assess pupils' values.

EQUAL OPPORTUNITIES

We believe that all children have the right to a full Personal, Social, Health and Economic curriculum, including that of SRE, regardless of race, gender, religion and ability. However, parents/carers do have the right to request their child be excluded from any or all parts of the programme. (Please see Parents' section below).

The Governing Body is mindful of its wider responsibilities under the Equalities Act 2010 and strives to ensure that we do the best for all of our pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children. We respect how pupils choose to identify

themselves, understanding that depending on their age and maturity, their sexual orientation and gender identity may be 'emerging'. This means that we ensure sex and relationships education is sensitive to the different needs of individual pupils and may need to evolve and adapt over time as the pupil population changes.

An important aspect of lessons is to help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying), use of prejudice-based language and how to respond and ask for help.

Partnership with Parents and Carers

We are committed to working with parents and carers. We believe the majority if not all parents and carers are happy that the school takes the responsibility for providing pupils with sex and relationships education. We also believe if we keep parents well-informed, especially when sensitive matters are covered that they will be better prepared to answer their children's subsequent questions or simply talk together about their children's learning.

We will notify parents when particular aspects of sex and relationships education will be taught by providing information on the programme of work about to be covered. This may be in the form of a Parents' Meeting or by providing a pack of information.

Parents will also be reminded that they 'have the right to withdraw their children from any and every aspect of sex education that is not taught as part of the statutory curriculum'. We will ensure parents have all the information they need to make an informed decision. Should parents choose to withdraw their children from lessons or parts of lessons we will offer alternative learning in another class, and offer the content of the lessons for parents to cover at home, in a way that they are comfortable with, should they wish to do so.

HEALTH AND SAFETY

SRE is an integral part of our PSHE curriculum and complies fully with our Health and Safety Policy. It also enhances our commitment to the Healthy Schools initiative.

Menstruation is discussed in Years 5 and 6 in order to prepare the girls and inform the boys. Emergency sanitary products and disposal systems are available.

ROLE OF THE GOVERNING BODY

- The Governing Body will ensure that the school complies with its statutory duty to decide whether Sex and Relationships Education forms part of the curriculum throughout the schools in the Thames Bridge C of E Federation;
- The Governing Body will ensure parents are aware of their statutory right to withdraw their children from Sex and Relationships Education lessons.
- The Governing Body will ensure parents are fully aware of the content of Sex and Relationship Education so that parents may make informed choices; and that of the Science curriculum (which is obligatory).