



Sex and Relationships (SRE) Policy

*Welcoming and Serving All
Through
Discovery, Enjoyment and Nurture*

Reviewed every three years

Last review: November 2018

Next review November 2021

Introduction

Miserden C.E. Primary school offers a spiritual and moral basis for the development of human wholeness and a sure foundation for personal and social values based on the person and ministry of Christ. As a community of faith, Miserden C.E. Primary School should, reflects the nature of the Trinity, a life shared and defined by reference to others. Here we can begin to discover who we are, why we are, and – perhaps most importantly – what we might be.

In our school our Christian vision shapes all we do –

Welcoming and Serving All
Through
Discovery, Enjoyment and Nurture

The school welcomes and serves all in its community. We work to mirror the body of Christ believing that everyone brings gifts and talents that enrich our life together. We treat one another with generosity, compassion, respect, forgiveness and friendship inspired by the parable of the Good Samaritan. We strive to ensure the children of our school receive the very best education possible believing that an excellent standard of Education is an expression of God's love for us.

This policy is to be read in conjunction with the Child Protection Policy and Safeguarding Policy.

We have based our school's sex and relationships education policy on the DfE guidance document Sex and Relationship Education Guidance (ref DfES 0116/2000). In this document, sex education is defined as 'learning about physical, moral and emotional development'.

Policy guidance from the Diocese of Gloucester says that SRE should be firmly rooted within the framework for Personal, Social and Health Education (PSHE). Christian values and teachings which underpin the foundation and distinctive ethos of church schools should directly inform the policy and practice of SRE.

Context

'The Bible teaches us that marriage is a gift of God in creation and a means of his grace, a holy mystery in which man and woman become one flesh.'

'Marriage is given as a foundation of family life in which children are born and nurtured and in which each member of the family, in good times and in bad, may find strength, companionship and comfort and grow to maturity in love'

(C of E marriage service)

Guiding Principles

In a Church of England school, Christian beliefs and values should underpin SRE such that:

Sex education is taught in the context of marriage and family life taking into account the guidance from 'Valuing all God's children'

Sex education includes learning about physical and emotional development

Sex education is part of a wider social, moral and spiritual education process

Aims and objectives

The foundation of our programme is to develop pupil's knowledge, skills and attitudes so that they make informed choices about their behaviour, feel confident and competent about acting on these choices, and move with confidence from childhood through to adolescence.

- promote a concern for relationships with other people, respecting the rights and feelings of others; developing loving, caring relationships as friends, parents, members of a family and community, and ultimately sexual partners;
- provide knowledge of how the human body functions, how it grows and how we change physically and emotionally;
- emphasise the importance of self-esteem in encouraging all members of the school community to respect and care for their body and mind;
- develop positive values and a moral framework which will guide pupil's choices, judgements and behaviour into adolescence and adult life;
- present the facts about lifestyle choices in order for all pupils to then make informal judgements and to be prepared for the demands of life in the future;
 - create an ethos of positive relationships between all members of the school community, and for pupils to be given appropriate, accurate answers as naturally and honestly as possible to their questions on personal relationships and sex;
- work closely with parents, carers and governors in the dissemination of information on Sex, Health and Relationships and develop a partnership approach thus ensuring that all pupils receive the best advice and support.
- give regard to the age, emotional and physical maturities of pupils within all age groups taught, including those pupils with special educational needs, and ensure equality of opportunity and experience.

Gloucester Health Living and Learning (GHLL)

We recognise and promote the health education delivered through the Pink Curriculum. We will:

- consult with parents on all matters of health and sex education policy;
- guidance is given to all teachers who teach sex education;
- listen to the views of the children in our school regarding sex education;
- all teachers answer children's questions factually and honestly;
- look positively at any local initiatives that support us in providing the best sex education teaching programme that we can devise.

Organisation

Pupils will learn about sex and relationships education through different aspects of our school curriculum. They will learn through personal, social and health education (PHSE), using the GHLL Pink Curriculum. Through the PHSE Pink Curriculum, children

will learn about relationships. They will learn about the parts of the body and how these work, through science and PE.

We teach the national curriculum for science. In Key Stage 1 pupils will learn how animals, including humans, move, feed, grow and reproduce, and they will study the main body parts. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 they will learn about life processes and the main stages of the human life cycle in greater depth.

In Year 6 they will learn about health and sex education, as many children experience puberty at this age. Teachers answer 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 learn this with due regard for the emotional development of the children. Parents are given the opportunity to view and discuss the teaching materials.

The role of parents

The school is well aware that the primary role in children's sex health & relationship 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 education policy and practice;
- 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 the school;
- encourage parent governors to be involved in reviewing the school policy and making modifications to it as necessary;
- believe that through the delivery of best practice in sex education that the children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

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

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 and sex education.

Confidentiality

Teachers conduct sex education in a sensitive manner and in confidence. However, if a child makes a reference to being involved in sexual activity, the teacher will take this matter seriously and deal with it as set down in the procedures within the schools Child Protection Policy. Teachers will respond if a child indicates that they may have been a victim of abuse.

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 schools 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 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. The head teacher monitors this policy and reports to governors on the effectiveness of the policy.