

St John's Church of England VA Primary School

Relationships and Sex Education Policy



Agreed by the Full Governing Body:

September 2024

Review: September 2026

St John's Church of England VA Primary School

Sex and Relationships Education Policy

Sharing joy and hope in the community

When considering matters of the Sex and Relationships Education it is important for all the school community to reflect, considering our vision statement, 'Sharing joy and hope in the community'; along with the school values Respect, Compassion, Friendship, Service and Endurance. Through this we will ensure we are guided into good decisions to support all those in the St John's community.

Rationale

All children have a basic entitlement to Sex and Relationship (S&R) Education.

In planning and presenting the school's Sex and Relationships programme pupils should have the opportunity to express themselves in a trusted and safe environment. They need to articulate their thoughts, doubts and anxieties in order that they can build the skills needed to make responsible decisions, communicate effectively and develop healthy and appropriate relationships.

In this document, 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'. Sex education is part of the personal, social, health education and citizenship curriculum in our school. While S&R education is used to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation.

Aims and objectives

At St. John's Church of England Primary School, we aim to provide our pupils with an age-appropriate Sex and Relationships Education programme that is tailored to their physical and emotional maturity. Pupils are taught about:

- the emotional and physical development they will experience as they grow into adults;
- the way humans reproduce;
- respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
- the role and importance of family life;
- moral questions;
- honesty, trust and loyalty in relationships;
- respect for themselves and for other people and their views;
- sexual abuse and what they should do if they are worried about any sexual matters, including with whom they can discuss concerns.

■ Attitudes and Values:

learning to care about other people and being sensitive towards their needs and views;

learning the importance of values, and individual conscience and moral considerations;

accepting differences between people and learning not to exploit them;

learning the value of family life, marriage, and the importance of stable, loving and caring relationships for the nurture of children;

learning the importance and responsibilities of the family unit for all its members;

learning to respect oneself and others and being honest, loyal and trustworthy in relationships;

learning to take responsibility for one's actions in all situations;

exploring, considering and understanding moral dilemmas; and developing critical thinking as part of decision- making.

■ Personal and Social Skills:

learning to manage emotions and relationships confidently and sensitively;

developing self-respect and empathy for others;

learning to make choices based on an understanding of difference and with an absence of prejudice;

learning how to make well informed and responsible decisions about their lives and developing an appreciation of the consequences of the choices made;

managing conflict;

learning how to recognise and avoid exploitation and abuse.

■ Knowledge and Understanding:

using appropriate vocabulary;

learning about, and understanding, physical development at appropriate stages;

learning and understanding human sexuality, reproduction, emotions and relationships

If children ask about contraception issues we would respond appropriately.

We believe that Sex and Relationships Education will be achieved by providing an environment and atmosphere where pupils feel safe, relaxed, not intimidated, but focussed; and where they have confidence and trust in the knowledge, ability and skills of their teachers.

Moral Framework

Pupils will be taught Sex and Relationships Education within a framework which models and encourages the following values:

“Aspiring, Believing and Achieving”

- Being honest with themselves and others;
- Developing a critical awareness of themselves and others;
- Learning to show tolerance, understanding, respect and care for others;
- Acknowledging the rights, duties and responsibilities involved in sexual relationships;
- Developing an awareness and belief in one's own identity;
- Having a positive attitude towards the value of stable relationships, marriage and family life for the upbringing of children;
- Acknowledging and understanding diversity with regard to religion, culture and sexual orientation;
- Having self-discipline regarding their sexuality.

Content, Organisation, Teaching and Assessment

Sex and Relationships Education is taught through different aspects of the curriculum. While the main sex education teaching is carried out in our personal, social and health education (PSHE& C) curriculum, some aspects are taught through other subject areas such as: Science and P.E., where we feel that they contribute to a child's knowledge and understanding of his or her emotions and relationships and his/her own body, and how it changes and develops.

In PSHE& C children are taught about emotions and relationships and the pupils are encouraged to participate in related discussions. Pupils are taught about the parts of the body, how these function and what will happen to their bodies during puberty. For example, we tell the boys that their voices will change during puberty and we explain to the girls about menstruation. Children are encouraged to ask for help if they need it and with whom they can talk about concerns or problems.

During the Foundation Stage pupils are taught about parts of the body and keeping safe and healthy, through the FS Curriculum and the PSHE curriculum. In years 1 and 2, pupils are taught about aspects of Sex and Relationships education through PSHE and the Science curriculum. They learn about Feelings and Relationships through PSHE and about Variations in Plants and Animals, including humans, and their growth as part of their Science lessons.

In the Year 3, pupils are taught about Relationships throughout the year. During Year 4 the children learn about Relationships, and in Science and PSHE the pupils learn about Life Cycles. Teaching about Relationships is further developed in Upper Key Stage 2 classes. In addition, in Years 5 and 6, particular emphasis is placed on Health Education in conjunction with science with teachers sometimes liaising with Local Health professionals, who might deliver aspects of the curriculum and give advice about teaching resources available to support S&R teaching.

As many pupils experience puberty at this age, they are taught about puberty and how a baby is born. During the term when S&R is taught, a box is provided in each Upper KS2 class in which pupils may put questions, relating to S&R, which they may not wish to voice in class. Teachers and health professionals 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 their bodies change during puberty;
- what menstruation is and how it affects adolescent girls and women
- and how babies are born.

Content and Assessment

As stated earlier in this policy, this subject is taught with due regard for the emotional development of pupils.

The key features in teaching S&R education include:

- teachers having a broad, detailed understanding of the aspects of S&R education which they teach;

- clear planning of the subjects and lesson plans showing appropriate progression for the age of pupils being taught;
- clear expectations of pupils appropriate to their levels of maturity and understanding;
- the creation of a safe, trusting climate in which pupils show respect for others and are encouraged to express their views and feelings;
- good use of quality resources which are appropriate for their pupils;

The Role of Parents

The school is well aware that the primary role in children's Sex and Relationships education lies with parents and carers. Governors and staff 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 S&R Education policy and practice;
- answer any questions that parents may have about the S&R education of their child(ren);
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for S&R education in the school;
- encourage parent representatives to be involved in reviewing the school policy and in making modifications to it, if necessary;
- inform parents about the best practice known with regard to sex and relationships education, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parents and carers of children in Year 5 and 6 are, therefore, invited to discuss this particular programme of lessons, how they are taught and to see the resources used by teachers and health professionals.

Parents have the right to withdraw their child from any part of the school's S&R education programme, which is not in the National Curriculum. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Headteacher, and make it clear in which aspects of the programme they do not wish their child to participate. The school always complies with the wishes of parents in this regard.

Confidentiality

Teachers conduct sex education lessons in a sensitive manner and in accordance with our confidentiality policy. If a child makes a reference to being involved, or that they are likely to be involved in sexual activity, then the teacher/ health professional 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 they may have been a victim of abuse.

In these circumstances the teacher will talk to the child as a matter of urgency and, following the conversation, will make careful notes of any disclosures. If the teacher has further concerns, they will draw these to the attention of the school's Designated Teacher for Child Protection or, in her absence, her Deputy, who will deal with the matter in consultation with health care professionals. (See Child Protection Policy).

The Role of the Headteacher and Governing Body

The Sex and Relationships Education policy is the responsibility of the governing body. It is the head teacher's responsibility to ensure that both staff and parents are informed about the school's S& R 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, to enable effective teaching and sensitivity when handling difficult issues.

Monitoring and review

The Curriculum Committee of the governing body monitors our Sex and Relationships Education policy on an annual basis. This committee reports its findings and recommendations to the full governing body.