



BRIDGE & PATRICKBOURNE CHURCH OF ENGLAND PRIMARY SCHOOL **SEX RELATIONSHIPS POLICY**

Persons Responsible : Senior Leadership Team

Date of Policy : Autumn 2017

Date of Review : Autumn 2019

Introduction

This Jigsaw PSHE policy is informed by existing DfE guidance on **Sex and Relationships Education** (Sex and Relationship Education Guidance, July 2000), **safeguarding** (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013) and **equality** (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised February 2013).

Rationale

Church of England Guidelines state that 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 importance 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 the wider social, personal, moral and spiritual development.
- Children should be made aware of the way in which advertising and the media influence their views about sexuality.
- Children should be taught to have respect for their own and others peoples' bodies
- 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.

School Aims

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, loving care and forgiveness.
- SRE should be sensitive to the circumstances of all children and be mindful of the expressions of family life in our culture, yet it should also uphold the Christian values regarding relationships and marriage.
- Issues regarding human sexuality should be addressed sensitively
- The exploration of reproduction within the science curriculum should stand alongside the exploration of relationships, values and morals and Christian belief.

Definition of Sex and Relationships Education

'SRE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings' (Sex Education Forum, 1999).

Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

Current SRE requirements

The up-to-date policy describes the content and organisation of SRE taught outside science in the National Curriculum and is available to parents on request. It is the school governors' responsibility to ensure that the policy is developed and implemented.

St John's SRE policy is based on the DfE's *Sex and Relationship Education Guidance* (2000). Sex education is part of the personal, social and health education curriculum in our school. Due to our status as a Church of England school, we will teach within a framework of Christian values. Whilst we use sex education 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. Sensitivity and respect should be shown to all children when teaching about personal relationships and sex education and SRE should be taught in a way to ensure that there is no stigmatization of children based on their home/personal circumstances.

Compulsory aspects of SRE

The sex education contained in National Curriculum science (Key Stages 1–4) is compulsory in maintained schools. All state-funded schools must have 'due regard' to the Secretary of State's guidance on SRE (DfEE, 2000). This states that:

- 'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes'.
- Children should learn 'how a baby is conceived and born' before they leave primary school.

The Learning and Skills Act (2000) requires that state-funded schools ensure that within sex education children 'learn the nature of marriage and its importance for family life and the bringing up of children', and 'are protected from teaching and materials which are inappropriate'. The guidance includes some specific information about meeting the needs of young people, whatever their sexuality, including boys and girls and those with special educational needs.

SRE and statutory duties in school

SRE plays a very important part in fulfilling the statutory duties all schools have to meet. SRE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38). Updated government safeguarding guidance is now available (Keeping Children Safe in Education, 2014a) and includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM). School summer holiday especially during the transition from primary to secondary schools is thought to be a key risk time for FGM. See also the government Multi-agency practice guidelines: Female Genital Mutilation (2014) which includes a section for schools.

The SRE 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

Health and Safety Policy

ICT Policy and Safe Internet Use Policy

Safeguarding Policy

Equalities

The Equality Act 2010 covers the way the curriculum is delivered, as schools must ensure

that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive SRE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education have produced advice on The Equality Act 2010 and schools (DfE 2014b).

Jigsaw SRE Content

The grid below shows specific SRE learning intentions for each year group in the ‘Changing Me’ Puzzle.

Year Group	Piece Number and Name	Learning Intentions ‘Pupils will be able to...’
1	Piece 4 Boys’ and Girls’ Bodies	identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina respect my body and understand which parts are private
2	Piece 4 Boys’ and Girls’ Bodies	recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private tell you what I like/don’t like about being a boy/girl
3	Piece 1 How Babies Grow	understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby express how I feel when I see babies or baby animals
	Piece 2 Babies	understand how babies grow and develop in the mother’s uterus and understand what a baby needs to live and grow express how I might feel if I had a new baby in my family
	Piece 3 Outside Body Changes	understand that boys’ and girls’ bodies need to change so that when they grow up their bodies can make babies identify how boys’ and girls’ bodies change on the outside during this growing up process recognise how I feel about these changes happening to me and know how to cope with those feelings
4	Piece 3 Girls and Puberty	describe how a girl’s body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty
5	Piece 2 Puberty for Girls	explain how a girl’s body changes during puberty and understand the importance of looking after myself physically and emotionally understand that puberty is a natural process that happens to

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		everybody and that it will be OK for me
	Piece 3 Puberty for Boys and Girls	correctly label the internal and external parts of male and female bodies that are necessary for making a baby (Y4 Piece 2) describe how boys' and girls' bodies change during puberty express how I feel about the changes that will happen to me during puberty
	Piece 4 Conception	understand that sexual intercourse can lead to conception and that is how babies are usually made understand that sometimes people need IVF to help them have a baby appreciate how amazing it is that human bodies can reproduce in these ways
6	Piece 2 Puberty	explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally express how I feel about the changes that will happen to me during puberty
	Piece 3 Girl Talk/Boy Talk	ask the questions I need answered about changes during puberty reflect on how I feel about asking the questions and about the answers I receive
	Piece 4 Babies – Conception to Birth	describe how a baby develops from conception through the nine months of pregnancy, and how it is born recognise how I feel when I reflect on the development and birth of a baby
	Piece 5 Attraction	understand how being physically attracted to someone changes the nature of the relationship express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this

Withdrawal from SRE lessons

Parents/carers have the right to withdraw their children from all or part of the Sex and Relationships Education provided at school except for those parts included in statutory National Curriculum Science. Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or SRE Co-ordinator who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn, they cannot take part in the SRE programme until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school SRE programme or who wish to deliver SRE to their children at home.

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Working with parents and carers

The government guidance on SRE (DfEE 2000) emphasises the importance of schools working in partnership with parents and carers. Under current legislation schools should

enable parents to exercise their right to withdraw their children from any school SRE taught outside National Curriculum Science (Education Act 1996). Parents have a legal right to see the school SRE policy and to be given a copy of it (Education Act 1996). Parents should also be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects, such as Science, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

The role of the Headteacher:

It is the responsibility of the Head teacher 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 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.

Monitoring and Review:

The governing body monitors our sex education policy on an annual basis. Parents are invited annually to review materials. The governing body give serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments. Governors require the Head teacher to keep a written record, giving details of the content and delivery of the sex education programme that we teach in our school. Governors should scrutinise materials to check they are in accordance with the school's ethos.

Safeguarding

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, St John's Safeguarding Policy is followed.

The Learning Environment in Jigsaw PSHE lessons

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital for effective SRE provision. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every Piece – by using The Jigsaw Charter. It needs to include the aspects below:

The Jigsaw Charter

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address in SRE lessons are likely to be sensitive and controversial because they have an emotional, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues and bullying.

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Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues are taught without bias using Jigsaw. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the DSL if they are concerned.

St John's believes that SRE should meet the needs of all pupils, answer appropriate questions and offer support. In Jigsaw Pieces that cover SRE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

Training and support for staff

Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided.

In addition to this, support for teaching and understanding PSHE issues is incorporated in our staff CPD programme, drawing on staff expertise and/or a range of external agencies.

Dissemination

This policy is available on our school website where it can be accessed by the community. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request from parents/carers.

Policy review date:	Autumn 2017
	Signed : Matt Harper Deputy Headteacher and Chair of Teaching and learning Committee
Date of next review:	Autumn 2019