



Freshford Church of England Primary School Sex and Relationships Policy 2017

1. Rationale

Freshford Church Of England Primary School's Sex and Relationships Policy is based on the guidance issued by the Department for Education Sex and Relationships Guidance (ref D.of E. 0116/2000) and in response to the recent amendment to the Children and Social Work Bill to make Relationships Education statutory from the commencement of the academic year 2019 / 20. In this document, sex education is defined as 'learning about physical, moral and emotional development and 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 and Economic Education (PSHE) curriculum in our school, for which we have an explicit policy. We acknowledge that material used within the SRE programme must be relevant, modern and prepare children for the challenges they may face as they move to secondary school. More broadly it relates to the Philosophy for Children (P4C) learning which is embedded in the school's curriculum.

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. We do not use sex education as a means of promoting any form of sexual orientation.

2. Context

At Freshford Church of England Primary School we teach sex education within the context of the school's Christian ethos and values. Whilst sex education in our school means that we give children information about sexual behaviour, we do this within the framework of our wider social, personal, spiritual and moral education which underpins all our work in school (see : Freshford C of E Primary School Promoting Fundamental British Values).

In particular we teach that :

- Sex education should be taught in the context of caring relationships and family life in a sensitive, reasonable and balanced way in line with the school's Christian ethos as a Church of England School, but respectful of the different views within the Anglican tradition and with awareness of the current legal framework of marriage.



- children should have respect for their own bodies and an acute awareness of how to keep themselves safe
- children should develop a deep understanding of new technologies and their possible risks
- children should learn about their responsibilities to others and be aware of the consequences of sexual activity
- it is important to build positive relationships with others, involving trust and respect
- children need to learn the importance of self-control.

3. Aims and objectives

We teach children about:

- physical development of their bodies as they grow into adults
- the way humans reproduce, respect for their own bodies and the importance of family life
- moral considerations
- the importance of healthy personal relationships
- respect for the views of other people, sex abuse and what they should do if they are worried about any sexual matters
- understanding and being sensitive to different cultures, lifestyles, needs and feelings of others

4. The content of the Sex and Relationships curriculum programme covers the following themes:

Attitudes and Values

- learning the importance of values, individual conscience and moral choices
- learning the value of family life, stable and loving relationships and marriage
- learning about the nurture of children/exploring, considering and thinking about moral dilemmas
- developing critical thinking as part of decision making/challenging myths, misconceptions and false assumptions about normal behaviour

Personal and Social skills

- learning to manage emotions and relationships confidently and with sensitivity
- developing self-respect and empathy for others
- learning to make choices with an absence of prejudice
- developing an appreciation that choices have consequences
- empowering students by giving them the skills to be able to avoid making inappropriate choices because of peer pressure or pressure from the outside world



Knowledge and understanding

- learning and understanding physical development at appropriate stages
- understanding human sexuality, reproduction, sexual health, emotions and relationships

5. Delivery of the Sex and Relationship programme

5.1 Sex and Relationship education is delivered within a whole school approach and it includes:

- discrete teaching time
- teaching Sex and relationships through other subjects, such as philosophy PSHE and science
- learning through Collective Worship
- learning through pastoral care and guidance
- guinea pig animal care and reproduction

6. Approaches using in teaching

Teaching will be approached through:

- a partnership between school and parents
- an active participation by the children in their own learning that is relevant to their knowledge and understanding
- enabling them to have the opportunities to be reflective
- providing opportunities to be co-operative and develop positive relationships
- providing regular feedback to the children

7. Dealing with difficult questions

Ground rules are essential to provide an appropriate and agreed structure to answering sensitive questions. Teachers will endeavour to answer questions as honestly as possible, but if faced with an inappropriate question the teacher will explain that the question cannot be answered during that teaching session. They will make this decision using their professional judgement. If needed, the teacher will follow up specific concerns with the individual child. Should a child raise a question that indicates there may be a Child Protection issue the teacher will inform the head teacher, who is the Designated Child Protection Officer, so that appropriate actions can be taken.

8. Involvement of outside Agencies

A number of organisations and agencies support our teaching of sex and relationships. The school now works with the NSPCC, who delivered separate KS1 and KS2 assemblies and workshops to Yrs. 5 and 6 in December 2016, as part of their Speakout.Stay Safe programme. The Designated Lead for Safeguarding has delivered the NSPCC PANTS assemblies to KS1 and KS2. A workshop for all parents



was delivered in January 2017 on how to keep children safe online in the light of ever changing and emerging technology. Through the school's continuing Philosophy 4 Children programme, children have opportunities to discuss moral issues in depth and develop respectful relationships. We also have close links with the school nursing team, a member of whom delivers sessions on puberty and body changes to both Yr. 5 and Yr. 6 and an introduction to the nature of different relationships, sexuality and pregnancy to Yr. 6. Parents are consulted prior to these meetings in order that any concerns may be answered. The headteacher is responsible for ensuring that delivery of SRE is appropriate to the age of the children and support the teaching of the particular area that is being studied.

9. Equality of opportunities

SRE is taught as appropriate to the age, gender, ability and readiness of the children to ensure that all pupils can fully access the Sex and Relationship curriculum. Resources may be differentiated for children with additional needs to ensure they have full access to the content of this curriculum.

10. Assessment

The teacher undertakes assessment of the children's learning and adjusts the teaching to suit the needs of the class and individuals within it.

11. Confidentiality

Teachers teach lessons in a sensitive manner and in confidence. Teachers need to be aware that the aim of effective SRE is to enhance a child's understanding of what is and is not acceptable in a relationship. This may lead to a disclosure of a Child Protection issue. The teacher will inform head teacher, who is the Designated Child Protection Officer, so that appropriate actions can be taken.

12. The role of the head teacher

It is the responsibility of the Head teacher to ensure that both staff and parents are informed about the school's Sex and Relationship policy and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that the staff are given sufficient training, so that they can teach effectively and handle any difficult situation with sensitivity.

The Head teacher liaises with external agencies regarding the school's sex education policy and ensures that all adults who work with children are aware of the school policy and that they work within its framework.

13. Monitoring and evaluation

The quality and effectiveness of the teaching the Sex and Relationships curriculum is assessed by the class teachers and the headteacher. Feedback is provided directly to any outside providers.

16. Review of the policy



The policy will be reviewed under the Cycle of subject reviews undertaken by the SLT and HT and adjusted and reported where appropriate to the Teaching and Learning Committee.

17. The Role of parents

As a school we are aware that the primary role in sex education lies with parents and carers. We wish to build positive and supportive relationships with parents and carers through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about our Sex and Relationships Education policy and practice and when this is covered as part of the curriculum
- take seriously any issues that parents and carers may raise with class teachers or the headteacher

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

18. Withdrawal from lessons

Parents have the right to withdraw their children from certain aspects of the SRE programme, other than that which is mandatory in the Primary National Curriculum for Science. If a parent wishes their child to be withdrawn from SRE lessons they should discuss this with the head teacher and make clear what areas they wish their child to be withdrawn from or all the programme. Following discussion with the head teacher, parents will be asked to put their request in writing so that a written record can be held at the school to ensure that clarity of the request for withdrawal is held for reference.

19. Links to other policies

The Sex and Relationship policy should be read in conjunction with the school's policies on:

- Personal, Social, Health and Economic Education (PSHE)
- RE and Collective Worship
- Anti-bullying
- Single Equality Scheme
- Promoting Fundamental British Values
- Child Protection
- Equality and Diversity
- Online safety

Date agreed.....



Freshford CE Primary School

Signed Headteacher

Signed Chair of Governors

Re-draft : September 2017
Review date :