

St John's Upper Holloway CE Primary School



Sex and Relationships policy

March 2019

St John's C.E. Primary School

Our Vision

Jesus said: 'Love each other as I have loved you'. John 15:12

As we are loved, so we shall love.

As we are taught, so we shall teach.

As we are nurtured, so we shall flourish.

Our Mission

- St John's is a small, caring Church of England Primary School. It is committed to supporting our pupils to be happy, successful and fulfilled throughout their lives. We believe that everyone is unique and valued by God. We aspire to be a high achieving school that provides an outstanding education:
 - ❖ promoting the highest standards of teaching and learning, with excellent leadership
 - ❖ being inclusive, celebrating diversity and valuing all religions, faiths, cultures and backgrounds
 - ❖ providing a rich and stimulating curriculum that will inspire and challenge
 - ❖ being a happy, healthy and safe place
 - ❖ providing excellent care, guidance and support with a strong partnership between school, parents and the community.

We seek to promote six Christian values of creativity, thankfulness, truthfulness, friendship, perseverance and courage, each linked by our core value of love. We believe these help to prepare our children for a successful and fulfilling life, so being:

- considerate and respectful with excellent manners
- confident, happy, independent and self-motivated
- co-operative and collaborative
- honest and trustworthy
- resilient, hardworking and determined
- highly principled with moral, spiritual, cultural and social awareness, including shared British Values.

This policy is to be read in conjunction with the following associated documents

Safeguarding and child Protection Policy

Behaviour Policy

Staff code of Conduct

Science Scheme of Work and Policy

Equal Opportunity Policy

Healthy Schools Policy

Introduction

1.1 St John's policy on sex and relationship education is based on the DfES document *Sex and Relationship Education Guidance* (DfES 0116/2000). We recognise Sex and Relationship Education as the policy's full title, but for brevity's sake we will refer in the rest of this policy simply to 'sex education'.

1.2 In the DfES document, sex education is defined as 'learning about physical, moral and emotional development'. The guidance states, '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'.

1.3 St John's school encourages respect of others within a moral, spiritual and cultural context. The school's moral code underpins the policy. The governors employ staff who are Christian or support Christian values.

1.4 Sex education is part of the personal, social and health education (PSHE) curriculum in our school. When we inform our pupils through sex education about sexual issues, we do this with regard to 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 or discriminating against any form of sexual orientation.

2 Aims and objectives

2.1 Sex and relationship education has three main elements enabling pupils to:

- Explore their own and other people's attitudes and values;
- Develop and practise personal and social skills;
- Increase their knowledge and understanding.

St John's school believes that sex education in this school will be developmental and a foundation for further work in the secondary school. Sex education includes the biological aspects and the personal relationships and feelings involved.

For teachers, the policy aims to:

- Devise skills to teach about sexual relationships within the context of personal relationships;
- Support teachers in the classroom identifying where responsibilities lie and the values on which sex education should be based;
- Clarify the content and the manner in which sex education is delivered in school;
- Give a framework for handling sensitive issues.

For children, the policy aims for the children to:

- Encourage respect for self and others;
- Counter misleading notions or folk law;
- Make pupils aware of their rights, especially who can touch their bodies;
- Have an understanding of the concepts of relationships;

- Teach about reproduction and the reproductive system using appropriate vocabulary;
- Have an understanding of puberty and the physical and physiological changes;
- Support the personal and social development of all pupils to ensure that they have the ability to accept their own and others sexuality in a positive way;
- Enjoy relations based on mutual respect and responsibility, free from any abuse;
- Instil confidence and absence of embarrassment amongst children, parents and staff when discussing aspects of sexuality.

3 Context

3.1 We teach about sex in the context of the school's aims and values framework (see our mission statement and Christian values documents). While sex education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code, and of the values which underpin all our work in school. In particular, we teach about sex in the belief that:

- sex should be taught about in the context of marriage or strong relationships and family life;
- sex education is part of a wider process of social, personal, spiritual and moral education;
- children should be taught to have respect for their own bodies;
- 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.

4 Sequence for teaching sex education

Sex and relationship education is taught predominantly in PSHE lessons although it is delivered as part of relevant science lessons eg in Year 5, learning about changes to the body as people age, including puberty. As science is part of the national curriculum, parents are not able to withdraw their children from this part of SRE.

4.1. How is SRE taught?

Sex education is taught by introducing ground rules to ensure that a safe and sensible learning environment is upheld. Question boxes are used to enable pupils to ask confidential questions on pieces of paper. Teachers will consider the age and maturity of the pupils when answering these questions and consider how they relate to the intended learning for that class.

Key Stage One

Year 2

Understanding and respecting differences and similarities between people

Consider gender stereotypes

Learning the biological differences between male and female animals and their role in the life cycle

Learn the biological differences between male and female children
Learn about growing and changing from young to old
Understand they need to be cared for and consider how we care for others
Learn about different types of family and how their home life is special

Key Stage Two

Year 3

Identify, name and label sex parts related to reproduction
Identify changes throughout the human life cycle
Keeping clean – body hygiene

Year 4

Know the physical changes associated with puberty
Understand everyone's experience of puberty is different and it begins and ends at different times
How puberty effects emotions and behaviour

Year 5

Understand change is on-going and individual
Menstruation and wet dreams
Strategies to deal with feelings in the context of a relationships
Be able to answer each other's questions about puberty and seek support or advice when needed

Year 6

Changes that occur throughout puberty, both physical and behavioural/emotional
Consider different attitudes and values around gender stereotyping and sexuality, including challenging stereotypes and inequality of behaviour or opportunities
Values that are important in relationships
Reproduction in the context of the human life-cycle
Learn how a baby is made and grows (conception and pregnancy)
Roles and responsibilities of carers and parents
Be able to answer each other's questions about sex and relationships and seek support or advice when needed
Additional units – Contraception and HIV

5 Organisation

Co-ordination.

Sex education will be co-ordinated by the PHSE co-ordinator and where requested, with the assistance of Islington PHSE Primary Advisory Teachers, in close co-operation with the teacher delivering it.

Parents

Parents will be informed when sex education lessons are to take place and will be given an outline of what will be taught.

Parents have the right to withdraw their children from all or part of sex education except where this forms part of the National Curriculum (ie science- puberty and changes to the body as we grow older).

Delivery

Through planned, cross curricular teaching

Through pastoral time

Through the use of story and carpet time

Through homework encouraging discussions with parents

Through a question box – where pupils can post questions anonymously to be shared and discussed as appropriate

Teaching Methods

Using eclectic teaching styles encouraging discussion and whole class involvement. The children will learn through active involvement as recommended in the health Curriculum document. Single gender groups are used when deemed appropriate and relevant in Key Stage Two when discussing puberty.

Resources

A range of materials are available in the staff room; in particular the teachers will follow the supporting sex and relationship education lesson plan booklet for their year group provided by Healthy Schools Islington. Resources are listed in these booklets in addition to resources that are available from the Islington Health Authority and the Education Centres Library.

Who will teach it?

Implementation will take place in Years Two, Five and Six.

6 The role of other members of the community

6.1 We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex education programme. Other people that we call on could include local clergy, social workers and youth workers.

7 Confidentiality

7.1 Teachers conduct sex education lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference 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. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns using the appropriate form. The headteacher will then deal with the matter in consultation with health care professionals (see also our policy on Child Protection).

8 The role of the headteacher

8.1 It is the responsibility of the headteacher 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 headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach about sex effectively, and handle any difficult issues with sensitivity.

8.2 The headteacher liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework.

9 Monitoring and review

9.1 The headteacher monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy. The policy will be reviewed using feedback from staff and parents. A report will be made to the Governors.

9.2 This policy will be reviewed annually.

Updated: March 2019
Next review: March 2020

Signed by head teacher _____ **date** _____

Signed by chair of CSW committee _____ **date** _____