

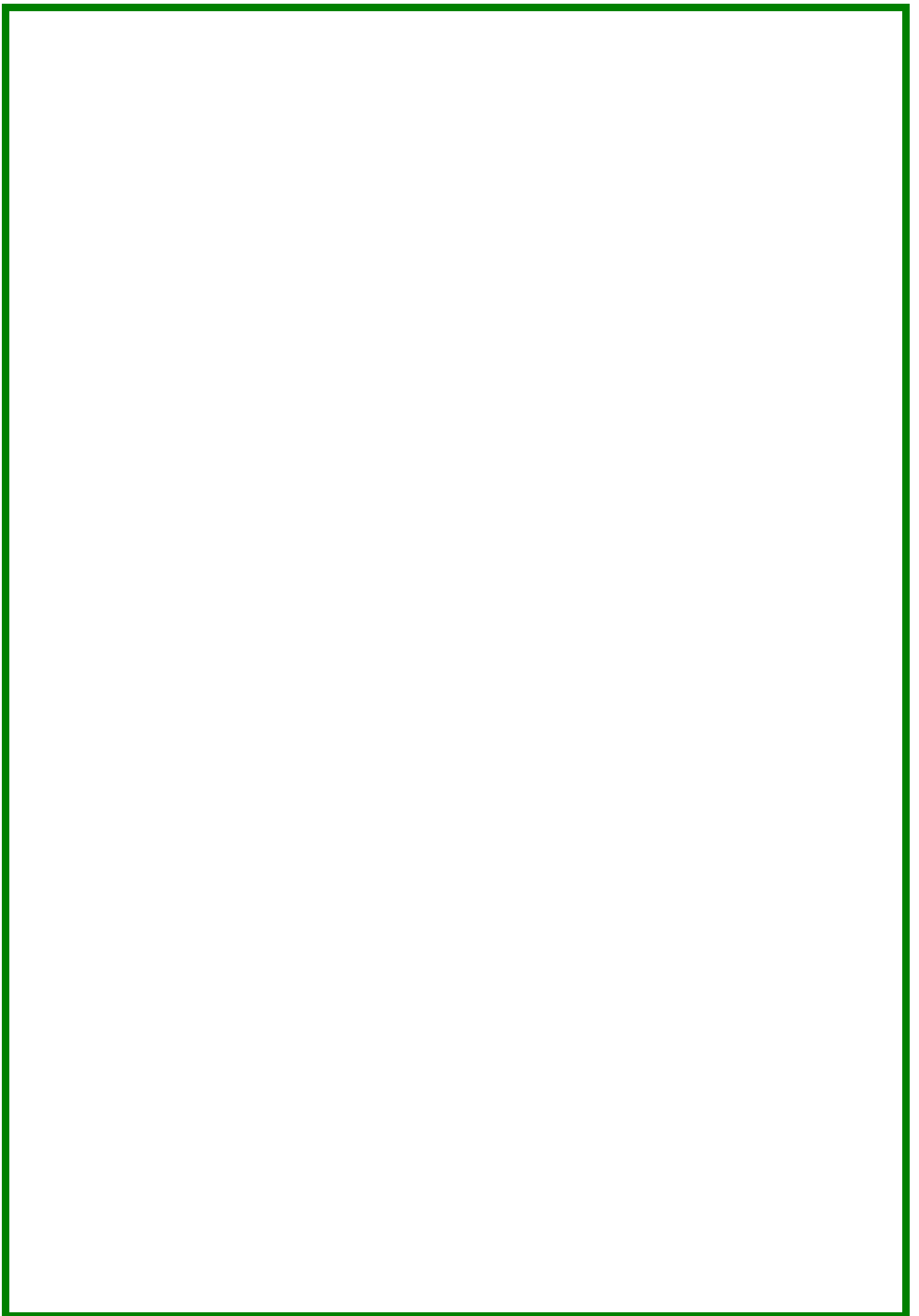


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& NOTTINGHAM
MULTI ACADEMY TRUST

Linby cum Papplewick C of E Primary School

PSHE and Sex and Relationships Education (SRE) Policy

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Introduction

In line with legal requirements (Education Act 1996, Learning and Skills Act 2000) the governors at Linby cum Papplewick C of E Primary School have overseen the production and development of a PSHE and SRE policy. The Relationship Education, Relationship and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 Children and Social Work Act 2017 make Relationship Education compulsory for all pupils receiving primary education in England.

We will deliver an SRE programme in addition to the statutory Science Curriculum, the content of which will be discussed with parents.

Context and Vision

All SRE in a Church of England school should be set in a context which 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 taught in the light of the belief in the absolute worth of all people and the unconditional infinite love of God.
- SRE should reflect that sex is a gift from God as part of creation: a human longing for an intimate union.
- SRE should be sensitive to the circumstances of all children and be mindful of the variety of 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 and sexual behaviour within the science curriculum should stand alongside the exploration of relationships, values and morals and Christian belief.

Pupils are given the opportunity to explore their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions. This is exercised within an understanding of the right of people to hold their own views within a framework of respect for others.

Aims

Our school focuses on the importance of relationships and the qualities and character needed to sustain the best relationships that honour one another, whether in a friendship, family relationship or romantic relationship. This is taught through a comprehensive PSHE curriculum, from Early Years through to Upper Key Stage Two through PSHE lessons. Aspects of Sex Education such as puberty are taught within these lessons in Upper Key Stage Two.

We teach SRE because we want to nurture children to have good self-esteem and to value and respect all. We want to equip them with the knowledge, skills and attitudes that enable them to move into adulthood with confidence and self-worth. As a church school we want them to be prepared to maintain and establish positive and fulfilling relationships based on our School Values,

including the Christian principle of love. We aim to give the children an understanding that creating and nurturing life is a God-given gift and responsibility. This is best within the context of positive family life and in stable and loving relationships.

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.

Objectives

- To develop an awareness of the importance of relationships, relationship issues and enable children to practise skills that will help them to form, build and maintain positive relationships.
- To provide factual information on human reproduction and birth, built on a foundation of wonder and appreciation of the amazing process of creation in all its forms.
- To encourage respect for difference and diversity.
- To prepare young people for the physical and emotional changes associated with puberty.
- To provide a positive and honest view of sex and sexuality and support sexual self-acceptance within the recognition that we are accepted, loved and valued by God.
- To ensure that all young people know who can support them and how to access this support.
- To work in partnership with, and support the role of parents.
- To model positive relationships throughout the school.
- To actively challenge stereotypes and prejudice and give children the skills to critically analyse media messages.
- To give opportunities for pupils to develop and practice decision-making skills with regard to the range of moral questions, relationship issues and possible consequences.
- To promote, and encourage children to make, healthy lifestyle choices.
- To use agreed terminology to discuss sexual body parts and processes associated with puberty and reproduction, throughout the school.
- To teach about respect for their own bodies and the importance of sexual activity as part of a committed, long term and loving relationship.
- To teach about the importance of family life .
- To provide a safe-space where sensitive discussions can take place.

Moral and Values Framework

Our School Values are love, wisdom, hope, community and dignity. Through the PSHE and SRE curriculum, both formal and informal, and the modelling of positive relationships throughout the school, Linby cum Papplewick Primary aims to promote and foster these values.

All issues arising from sex education should be addressed having due regard to our values. This should not in any way prevent the pupils from being given every opportunity to discuss their own ideas and a range of views held by others to enable them to develop a range of attitudes and to locate their own attitudes within that range.

Teachers need to be aware of their own values and attitudes in relation to any issues and consider the way they may affect the management of discussion with the children to ensure it is consistent with the school's value framework.

- Everyone has a right to express their views and be listened to.

- Everyone in the school should behave in a way that shows care, consideration and respect for themselves, other people and things, and the environment – all members of our community are equally valued.
- Everyone has responsibility for their own actions.
- Disputes and disagreements will be resolved peacefully.
- The diversity of individuals, families and relationships will be accepted and respected.
- Love, commitment, trust, loyalty, respect are important for close relationships.
- Stable family life is important.
- As far as sexual activity is concerned it is essential not to promote promiscuity and to stress the importance of personal respect for partners in a positive, caring relationship and as a Church school we should emphasise that ideally sexual relationships should take place within stable relationships.
- Parenthood holds many responsibilities.
- The body is a gift to be cherished, not abused and everyone should have respect for their own & others body.
- A healthy lifestyle is very important.
- The sanctity of marriage is an important belief in Christian teaching and practise.
- Children should learn the significance of marriage and families as key building blocks of community and society.
- Sex education includes learning about physical and emotional development.
- Children will be taught the cultural and religious differences about matters of sexuality.
- Sex education is part of a wider social, personal, spiritual and moral education process.
- Children should be taught to have respect for their own and other people's bodies.
- Children should learn about their responsibilities to others, and be aware of the consequences of sexual activity.
- Children should be taught to understand the power of sexual desire and to exercise self-control.
- Children need to learn the importance of protecting themselves from unwelcome, unsafe and uncomfortable attention and/or contact.
- Children should be made aware of God's forgiveness and that there is always a way back.
- Children need to learn how to keep themselves safe when using the Internet and other forms of technology, including the way in which advertising and the media influences their views about sexuality.
- Children need to be aware of responsible use of all forms of technology in order to respect the well-being and integrity of other.

Equal Opportunities

The DfE Guidance 2019 (p.15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics. At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this curriculum".

Linby cum Papplewick Primary promotes respect for all regardless of gender, ethnicity, ability,

faith, culture, sexuality, sexual orientation, disability, home background or other personal circumstance. We will respect the diversity of our pupils and wider society and the rights of all to hold beliefs, religious or otherwise.

During teaching and learning, there will be discussions about different types of families and celebrations of the variety of family make-ups. All members of the school community will feel safe, valued and respected.

Throughout the school there will be consistent challenging of attitudes, behaviour and language that demonstrate prejudice of any type.

Working with Parents and Carers

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation. The SRE we deliver is designed to support the important role of parents in this area.

Before a unit of work on SRE begins we will contact parents/carers. Parents are welcome to view any resources to be used by asking their child's teacher.

If parents/carers have concerns about any of the content to be covered we ask that these be addressed to the Heads of School. Parents/carers have the right to withdraw their children from SRE that takes place outside of the National Curriculum for Science. Any parent wishing to take this course of action should send a letter to the Head Teacher outlining which aspect they would like to be withdrawn from. The parent will be invited to meet to discuss this further (Parents are not obliged to do this but we value our relationships with them and would welcome the opportunity of explaining the value of the work we are doing). We will do our best to address any worries that the parent may have.

In the event of a parent still choosing to withdraw their child we will provide alternative PSHE work on a different topic. Parents will be offered the chance to borrow resources should they wish to deliver SRE at home.

The school has purchased a number of books covering sex and relationships issues, including story books, which parents are able to borrow should they wish to update their own knowledge or use them to follow up the work that is taking place within the school. To look at and borrow resources parents should contact the school office.

We will hold parent meetings every two years for parents of year 5 children and upwards to provide information on school curriculum and so the parents and school can work together to support the child with regard to growing into adults and sex education.

Curriculum and Content

We teach sex education through different aspects of the curriculum. While we carry out the main sex education teaching in our Personal, Social, Health and Economic (PSHE) curriculum, we also teach some sex education through other subject areas (for example, in science and RE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own

body, and how it is changing and developing.

In PSHE education we teach children about relationships, and we encourage children to discuss issues. We teach about parts of the body and how these work, and we explain to them 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. We encourage the children to ask for help if they need it.

In science lessons, in both key stages, teachers inform children about puberty and how a baby is born. For this aspect of the school's teaching, we follow the guidance material in the national scheme of work for science. In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

In Key Stage 2 RE, children will learn about the commitment of people of faith to each other in marriage and how this is expressed in marriage ceremonies. They will learn about the beliefs and values that underpin this commitment and support the nurture and care of children in the family.

In years 5 and 6, we place a particular emphasis on health education, as many children experience the onset of puberty at this age. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both girls and boys know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.

In years 5 and 6, children will be delivered Sex Education lessons using material called Growing Up, Growing Wise, which teachers will adapt to meet the maturity of the cohort. Pupils will know the correct names for body parts and how their bodies work. This will include the following topics:

- Male and female/body parts, reproduction and birth
- What happens during puberty.
- What happens between conception and birth (science)
- What happens at conception
- Responsibilities, choices and consequences
- How people choose the right time for a baby
- How most babies are made
- Growing and changing
- Feelings
- Keeping safe
- Keeping yourself clean and healthy
- Someone to talk to
- Friends
- Families of all kinds
- Gender stereotypes (KS1)/Gender and sexuality (KS2) Note: KS1 does not cover birth in theme 1

In order to promote common understanding amongst the children we make use of the correct terminology to discuss sexual body parts in school. Whilst we acknowledge that children have different family names for sexual parts we teach and encourage the use of the scientific names. The words we will use include: penis, vagina, testicles, breasts. This language is reflected in the

resources used to deliver SRE. Children will begin to be introduced to terminology in key stage 1.

Planning the SRE curriculum has taken account of the diverse needs of pupils and sessions will be differentiated as appropriate so that all children are able to access it.

Answering Children's Questions

Children are naturally curious and we believe that if a child asks a question they require an honest and factual answer. This is true of questions asked in all curriculum areas and at other times during the school day.

All staff in the school will answer children's questions around sex and relationships issues in line with the following guidance, which is based on that given by the Local Authority:

- Questions will be answered in a factual manner without any personal bias and with reference to the age and understanding of the child/ren. They will also be answered within the Christian ethos of the school.
- If the appropriate answer to a question isn't known the class teacher will say that the question is an interesting one and they will think about it, and refer to the head teacher if required.
- In some situations staff will sensitively turn the question back on the pupil to establish what they already know, for example "that's a very interesting question, I wonder why you are asking that" or ask the rest of the class whether they know the answer "does anyone else know the answer to that question?"
- Pupils will know that it is not appropriate to ask personal questions of others in line with the negotiated class group agreement
- All staff have considered questions that may be asked in SRE sessions, discussed suitable answers and practised responding to questions in a role-play situation.
- If it is felt that it is not appropriate to answer a question in a whole class setting the teacher will explain this sensitively and will give an answer to the child individually at the end or refer the child to the school nurse.
- In all key stage 2 SRE sessions an anonymous question box will be available so that all children feel able to ask questions and receive appropriate answers. All questions that are placed in the box will be answered in an age-appropriate, factual manner.

Provision for young women's menstruation needs

Some female pupils may begin menstruation before the main puberty sessions in Years 5 and 6, we therefore recommend that parents talk to their female children about menstruation.

Sanitary disposal units are available in the staff and female pupils' toilets. All female pupils from Year 4 upwards and their parents are informed that sanitary protection and spare underwear can be obtained from the PSHE Co-ordinator in the event of a pupil starting menstruation when at school. Supplies are kept within school to deal with emergencies, however parents are expected to send pupils to school with adequate sanitary protection for the day. Both male and female pupils are educated about periods through the SRE curriculum to encourage empathy.

The SRE Policy has clear links with other school policies aimed at promoting pupil's spiritual, moral, social and cultural development, including the:

Equal Opportunities Policy

Special Educational Needs Policy
Safeguarding/Child Protection Policy
ICT Policy and Safe Internet Use Policy

Monitoring

The monitoring and evaluation of the science curriculum will be done by the science co-ordinator. The monitoring of the PSHE aspect of the curriculum will be done by the Co-Headteacher, PSHE co-ordinator & QA by the members of the governing body through pupil interviews.

Policy developed with reference to and sample/template policy approved by Bristol & Salisbury Diocese from Love & Sex Matters – Salisbury Diocesan Education Centre