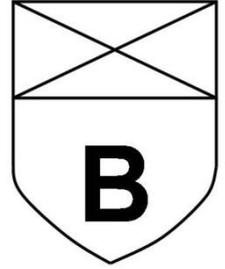


Policy

Bradfield CE Primary School Relationship and Sex Policy



Introduction

This policy has been developed by the Head teacher and Governors and is based on sex and relationship policy documents approved by Bristol and Salisbury diocesan boards of education for use in their church schools. This policy reflects our vision for teaching about healthy relationships, the scientific biological names for body parts and physical development, changes and puberty and reproduction.

This policy takes full account of the school's legal obligations and the latest DfES guidance 'Sex and Relationship Education Guidance' (DfES 0116/2000).

Definition of RSE

The term *relationship and sex education – RSE* – is used in this policy rather than sex education as is the term physical development and relationship education (PDR). This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

According to the latest DfE guidance RSE is:

'...lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care, also DfE 'Sex and Relationship Guidance', 2000.

The needs of young people and the role of schools

The overall aims of the school and National curriculum are

- To provide opportunities for all pupils to learn and to achieve
- To promote pupil's spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life

The DfE 'Sex and Relationship Guidance' (2000) recommends that 'Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives'. The school has a key role, in partnership with parents/carers, in providing RSE.

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about sex and relationships, are more likely to be more discerning in their relationships and sexual behaviours and to have fulfilling relationships.

'Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to enter into sexual activity. Indeed it can help them learn the reasons for, and the benefits to be gained from, delaying such activity'.

DfES 'Sex and Relationship Guidance', 2000.

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The guidance suggests that RSE should have three main elements as follows:

Knowledge and understanding

- Learning and understanding physical development at appropriate stages
- Understanding human sexuality, sexual health, emotions and relationships

Attitudes and values

- Learning the importance of values and individual conscience and moral considerations
- Learning the value of family life, marriage and stable and loving relationships for the nurture of children
- Learning the value of respect, love and care
- Exploring, considering and understanding moral dilemmas
- 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
- Developing an appreciation of the consequences of choices made
- Managing conflict
- Learning how to recognise and avoid exploitation and abuse

Context

All RSE in a Church of England school should be set in a context which is consistent with the school's Christian ethos and values.

- RSE should be based on inclusive Christian principles and values, emphasising respect, compassion, loving care and forgiveness.
- RSE should be taught in the light of the belief in the absolute worth of all people and the unconditional infinite love of God.
- RSE should reflect that sex is a gift from God as part of creation: a human longing for an intimate union.
- RSE 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.

Whilst 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.

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Aims and objectives

We teach children about:

- The physical development of their bodies 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 importance of marriage and family life;
- Moral questions;
- Relationship issues;
- Respect for the views of other people;
- What they should do if they are worried about any sexual matters.

Principles

RSE should be based on the following principles:

- The sanctity of marriage is an important belief in Christian teaching and practice.
- Children should learn the significance of committed relationships 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 made aware of the way in which advertising and the media influences their views about sexuality.
- Children should be made more aware of the spiritual dimensions and joys of intimacy
- 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 learn that some people choose not to engage in sexual activity and that this should be respected and valued.
- Children should be taught to understand the power of sexual desire.
- Children should be made aware that sex can be used compulsively, competitively and destructively.
- Children need to learn the importance of protecting themselves and self-control.
- 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.
- Children need to be aware of responsible use of all forms of technology in order to respect the well-being and integrity of others.

Inclusion

Mainstream schools and special schools have a duty to ensure that children with special educational needs and learning difficulties are properly included in relationship and sex education. Relationship and Sex education should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives'

DfEE RSE Guidance July 2000

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Young people may have varying needs regarding RSE depending on their circumstances and background. The school strongly believes that all pupils should have access to RSE that is relevant to their particular needs. To achieve this the school's approach to RSE will take account of:

The needs of boys as well as girls. Girls tend to have greater access to RSE than boys, both through the media (particularly magazines) and the home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying.

Ethnic and cultural diversity Different ethnic and cultural groups may have different attitudes to RSE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

Varying home backgrounds We recognise that our pupils may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

Sexuality On average, about 5% of our pupils will go on to define themselves as gay, lesbian or bisexual (GLB). Students may also have GLB parents/carers, brothers or sisters, other family members and/or friends. Our approach to RSE will include sensitive, honest and balanced consideration of sexuality. We shall actively tackle homophobic bullying.

Special educational needs We shall take account of the fact that some pupils may have learning, emotional or behavioural difficulties or physical disabilities that result in particular RSE needs.

Organisation

We teach RSE through different aspects of the curriculum. While we carry out the main sex education teaching in our PSHE curriculum, we also teach some sex education through other subject areas (for example, in science, PE 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 the 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 curriculum for science. In Key Stage 1 we teach children that animals, including humans, have offspring which grow into adults. In Year 5 we teach children to describe the changes as humans develop to old age. This is when they learn in more detail about the changes experienced in puberty.

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. We liaise with the local health authority about suitable teaching materials to use with our pupils in these lessons. Teachers do their best to answer all questions with

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sensitivity and care. By the end of Key Stage 2 we ensure that both boys and girls 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.

We inform all parents and carers about the specific programmes of lessons and where possible, we arrange a meeting for all parents to explain in more detail what and how we teach this subject.

Methodology and resources

Active learning methods, which involve children's full participation, will be used. This includes use of quizzes, case studies, research, role play, video, small group discussion and use of appropriate guest speakers.

Relationship and Sex education takes place within mixed sex classes or single gender groups as deemed appropriate and relevant, with the pupils' usual class teacher. Should a teacher be absent it would not be undertaken by a short-term supply teacher.

Teaching is conducted in a safe learning environment through the use of ground rules and distancing techniques so that pupils are not put on the spot or expected to discuss their own personal issues in class. Teaching resources are selected on the basis of their appropriateness to pupils.

Ground rules and distancing techniques

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of sex and relationships. To this end ground rules have been agreed to provide a common values framework within which to teach. There are clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel
- No one (teacher or pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion
- Only the correct names for body parts will be used
- Meanings of words will be explained in a sensible and factual way

Answering difficult questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the PSHE/Citizenship Co-ordinator concerned.

Dealing with questions

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting
- Teachers should set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way, which does not encourage giggling and silliness
- Pupils should be encouraged to write down questions anonymously and post them in a question box, the teacher will have time to prepare answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate
- If a verbal question is too personal the teacher should remind the pupils of the ground rules

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- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis
- Teachers should not be drawn into providing more information than is appropriate to the age of the child
- If a teacher is concerned that a pupil is at risk of sexual abuse they must inform the designated safeguarding lead person who will follow the child protection procedures as set out in the child protection policy.

A Whole School Approach

A whole school approach will be adopted to RSE that actively involves the whole school community. All groups who make up the school community have rights and responsibilities regarding RSE. In particular:

Parents/carers have the primary role in children's sex education. The school is well aware of this and wishes to build a positive and supportive relationship with parents through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about the school's relationship and sex policy and practice;
- Answer any questions that parents may have about the sex education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;
- Inform parents about the teaching of sex and relationships so that parents and school can work together to support the child. We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

Parents have the right to withdraw their child from all or part of the sex education programme that we teach. If a parent wishes their child to be withdrawn, they should discuss this with the Head teacher, and make it clear which aspects of the programme they do not want their child to participate in. The school always complies with the wishes of the parent in this regard.

The Head teacher will ensure that both staff and parents are informed about the RSE 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. The Head teacher will also liaise with external agencies regarding the school sex education programme and ensure that all adults who work with children on these issues are aware of the policy and that they work within the framework. The Head teacher will monitor this policy on a regular basis and report to governors on the effectiveness of this policy.

The senior Leadership team (SLT) will endeavour to support the provision and development of RSE in line with this policy by providing leadership and adequate resourcing.

The designated RSE co-ordinator (currently Mrs Slade-Nowell) will maintain an overview of RSE provision and have overall responsibility for its development. This will include keeping up to date with developments and good practice, developing the provision to meet student's needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation.

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Teaching staff

All teachers are involved in the school's RSE provision. All teachers play an important pastoral role by offering support to pupils. (A student who experiences a difficulty regarding sex or relationships issues can approach any teacher). Teachers will be consulted about the school's approach to RSE and aided in their work by provision of resources, background information, support and advice from experienced members of staff and access to appropriate training.

Non-teaching staff may be involved in a supportive role in some RSE lessons and also play an important, informal pastoral support role with pupils. They will have access to information about the RSE programme and supported in their pastoral role.

Governors have responsibilities for school policies. They will be consulted about the RSE provision and policy and have regular reports at Governor's meetings

The school nurse can play a key role in supporting the teacher in RSE both in terms of advice, input into lessons, provision of pastoral support for pupils and resources. The school will work in ongoing consultation and partnership with the school nurse.

Outside agencies and speakers may be involved in inputting to RSE lessons. The school will only work with agencies and speakers who are appropriate to pupil needs. We shall work in partnership with them and jointly plan their work within the school.

Pupils have an entitlement to age and circumstance appropriate RSE and to pastoral support. They will be actively consulted about their RSE needs and their views will be central to developing the provision.

Pastoral Support for Pupils who experience difficulties.

The nature of support available to pupils:

The school takes its role in the promotion of pupil wellbeing seriously. Staff endeavour to make themselves approachable and to provide caring and sensitive support for pupils in a number of ways. Staff may be approached for help on an individual basis. They offer a listening ear and, where appropriate, information and advice. The school will keep up to date about the development of local services and national help lines for young people and form working relationships with local agencies that are relevant to pupil needs.

Safeguarding children procedures and confidentiality

Teachers conduct sex education lesson in a sensitive manner and in confidence. However, if a child makes a reference to being involved or likely to be involved in sexual activity then the teacher 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 he or she may have been a victim of abuse. If the teachers have any concerns they will draw their concerns to the attention of the Head teacher who is the designated safeguarding lead. This matter will then be dealt with in accordance with the Child Protection and Safeguarding Policy.

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It is very rare for a pupil to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement about whether or not a third party needs to be informed. This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the pupil may be experiencing
- The pupil's age, maturity and competence to make their own decisions

Monitoring, evaluation and assessment

The programme is regularly evaluated by the RSE co-ordinator. The views of pupils and teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis. Governors should scrutinise materials to check that they are in accordance with the school's ethos.

Monitoring and evaluation can be informed by the Ofsted Framework for the Inspection of Schools. Whilst it is difficult and often inappropriate to assess attitudes and students' personal lifestyle choices, much of the RSE programme of study is capable of formal assessment, particularly the knowledgeable components.

The RSE policy has clear links with other school policies aimed at promoting the spiritual, moral, social and cultural development of pupils and their personal development, behaviour and welfare, including the:

Equal opportunities policy
Child protection and safeguarding policy
Health and safety policy
SEND local offer
Drugs education policy
PSHE and citizenship policy
Behaviour policy
Anti bullying policy
ICT and safe internet use policy
Confidentiality policy

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