

ST AUGUSTINE'S CE (VA) J & I SCHOOL
SEX AND RELATIONSHIP EDUCATION POLICY
 January 2017



OUR MISSION

'...We aim to serve our multi-racial, multi-faith community by providing an education of the highest quality within the context of Christian belief and practice, irrespective of race, culture, religion, sexual orientation, gender, class or ability...'

POLICY REVIEW - Amendment History		Next Review (2 yrs) Autumn 2017
Aut 2013	Policy reviewed 27.09.13. Minor amendments made not altering character of policy. To be approved by S&E Cttee.	
Aut 2013	One minor amend from LB 20.10.13. Awaiting comment from AM.	
Aut 2013	Approved by Standards & Effectiveness Cttee 06.11.13	
Aut 2015	Minor amends made by Cttee 02.03.16. LB and SM to update ref to 'National Healthy School Award'. Approved subject to this amendment.	
January 2017		

RATIONALE

At St Augustine's we are committed to promoting the health and well-being of our staff and pupils and preparing them for the opportunities and responsibilities of life. It is important that the policy on relationships and sexual health education is culturally appropriate for our school and inclusive of all children. Parents have therefore been involved in the consultation process and know they have the right to withdraw their child from any specific sexual health sessions at any time and have in fact contributed to deciding the curriculum content with regard to growing up and puberty. Parental preference asks that no in depth sexual health sessions are taught with the children.

AIMS AND OBJECTIVES

The aims and values of our school include the right for every child to be safe and happy. Relationships and sexual health education contributes to our healthy school development. It is best achieved through a whole school approach, appropriate for the age and physical and emotional maturity of the children. It enables them to mature, to build up their confidence and self-esteem and to develop good relationships and respect differences between people.

We liaise with Calderdale's Local Authority and the relevant outside agencies, school nurse, psychiatric teams, local Police, etc., to ensure school maintains up to date information and has easy access to any necessary support and guidance.

The objectives of sex education are:

- i) to develop a healthy and positive attitude about sex and gender issues within a broad clear moral framework;
- ii) to introduce and enhance the personal and social skills which children and adults need to make informed decisions;
- iii) to ensure that understanding of sexual facts and issues occurs at appropriate times in the children's development.

The Moral Framework of Sex Education

Given the various backgrounds of the school community and the multicultural society for which we are preparing our children, the school feels it important that children are taught within a moral framework which prepares them to both understand and contribute positively to that society. It will include a family orientated and Christian framework. The following moral values will inform our sex education throughout the school:

honesty	care and compassion
love and affection	respect for all
tolerance of differences	equal opportunities
fairness and justice	

TEACHING AND LEARNING

Relationships and sexual health education is taught during PSHE and Science lessons. The SEAL programme of study delivers half termly topics, some of which may be directly related to relationships and being healthy and growing up. Younger children learn about friendship, bullying and building self-esteem. National Curriculum Science is statutory and includes work at an appropriate level related to our bodies and how they work.

It is important that the transition year before moving on to secondary school supports pupils' ongoing emotional and physical development effectively. Parents have been consulted about the content of what children should be taught outside the statutory science curriculum including:

- changes in the body related to puberty
- when the changes are likely to happen

They have also been consulted on whether mixed or single sex groups are appropriate and acceptable during particular programmes of study.

During lessons a variety of active learning techniques may be used – for example, role play, games, paired/group discussions, presentations and PSHE. Children will also be given the opportunity to reflect on their learning. Ground rules established at the start of the lesson ensure there are no personal questions and children are made aware that if a member of staff suspects they are at risk from harm then they would need to tell another adult.

Sex education should not be highlighted as being anything strange or naughty. It is essential that youngsters understand about and can anticipate their own physical and emotional developments. Often, sex education will be part of a larger topic. The language used throughout school will be correct, scientific language. Methods may vary from topic to topic and also depend on the available resources. The school will encourage discussion and clarification of understanding and values.

The development of a positive self-image is very important and the development and practice of personal and social skills, such as listening, talking, negotiating, problem solving, and decision making, are essential components of the sex education / health education policy. These skills and the exploration of attitudes and values form an integral part of the programme and it is, therefore, impossible to teach sex education in isolation from all other aspects of health, personal and social education and the ethos of the school.

Suggested programme

SEAL -Theme number and time of year	Theme title	Key social and emotional aspects of learning	
1. September/October	New beginnings	Empathy Self-awareness	Motivation Social skills
2. November/December	Getting on and falling out	Managing feelings Empathy Social skills	Relationships Friendships
3. One to two weeks in the autumn	Say no to bullying	Empathy (to coincide with national Self-awareness / anti-bullying / e-safety weeks)	Social skills Peer pressure Emotional bullying Physical bullying
4. January/February	Going for goals!	Motivation	Self-awareness
5. February/March	Good to be me	Self-awareness Managing feelings Self esteem	Relationships Empathy
6. March/April	Relationships	Self-awareness Managing feelings	Empathy Sex education (Y5/Y6)
7. June/July	Changes	Motivation Social skills Managing feelings	Relationships Sex education (Y5/Y6) Puberty

Reception and Year 1

About me, as a special person
My Moods, feeling happy and sad, etc
Friendship, what is a friend? What is good about having friends?
Loss and mourning, for example a person or a pet
My body and other people's bodies, similarities and difference. Why is my body special?
Life cycles, the beginning of life, me other animals and plants. Growth and ageing
Keeping safe, where / who can I go to for help?

Year 2

Changes as we grow, how have I changed? How will I change?
Families, shared family features and characteristics, different types of family
What helps people get on together?
What makes me happy and sad?
Keeping safe
Caring for myself, hygiene, sleep and exercise
Effects of peer pressure

*Gender stereotyping, same but different?
Name the external parts of the body, use of correct terminology
Inside my body. Name the major organs of the body and what they do.
How babies begin and how they grow.*

Years 3 and 4

*Feelings that make me sad, happy, angry, scares or embarrassed
Difficult situation, eg teasing and bullying. Solving conflicts, making decisions and coping with peer pressure.
Do I always agree with friends? How can I accept that some people are different?
Making decisions and influences on me. Coping with peer pressure.
Keeping healthy, exercise and diet.
Keeping secrets. What to do if someone hurts me. Who to go to for help.
How am I special?*

Year 5

*Risks and responsibilities. Decisions and influences, drugs, smoking and alcohol
How am I special? I don't need to be the same
Assertion skills, issues of bullying, gender and safety
Expressing feelings
Friendships and relationships, making and keeping friends. Why do friendships break up?
Keeping secrets, who to go to for help
Keeping healthy, personal hygiene and immune system
Illness and disease*

TEACHING RELATIONSHIPS AND SEXUAL HEALTH TO CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

We teach PSHE to all children, whatever their ability. PSHCE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PSHE teaching we provide learning opportunities that enable all pupils to make progress.

ASSESSMENT AND RECORDING

Teachers assess the children's work by making informal judgements as they observe them during lessons, in Collective Worship and in all other school activities. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage, and their progress will be reported annually to parents in their school report.

RESOURCES

Resources and displays celebrate diversity and include positive examples of different cultures, gender and types of family group. The following resources have been identified to deliver the relationships and sexual health part of the PSHE across the school:

- Relevant units of work for SEAL / PSHE
- Whole School Social, Emotional and Behavioural Materials (SEBS)
- PSHE books
- Posters
- Games
- First Aid and Keeping Healthy resources
- SEAL documentation

MONITORING AND REVIEW

The PSHE subject leader is responsible for providing a strategic lead and direction for the relationships and sexual health education aspect of SEAL, in line with the aims and values of the school. The SLT is responsible

for monitoring the standards of children's work and the quality of learning and teaching, for supporting colleagues by providing them with information and current developments, and for evaluating the work of the past year and identifying areas for future development, in line with the priorities of the School Development Plan.

CONFIDENTIALITY

Children cannot learn if they are concerned or frightened about being abused or being the victim of violence at home. They have a right to expect schools to provide a safe and secure environment. Any fears or worries they bring into classrooms should not go unnoticed by staff.

If a member of staff – teaching or support staff – suspects a child is a victim of abuse or they have reason to believe that he/she is at risk they have a duty to inform the Designated Safeguarding Lead Officer in school and reassure the child that they are not to blame but that another adult needs to know in order to help them.

Working with Parents

The school regards parents as essential partners in sex education, and that the effectiveness of such education will be multiplied many times if parents and school can act in tandem. To this end parents are welcome to:

- seek further information and/or clarification from staff;
- read copies of documents, regulations, governors policies and curriculum statements available in school;
- view the materials and resources available in school;
- be asked their opinions when Sex Education and the Policy is reviewed.

In cases where parents want to use their statutory right to withdraw their child from sex education the school will:

- explain to the parents exactly what is to be taught and how;
- explain that the children will probably get the education second hand in the playground;
- not take responsibility for their child hearing honest answering in the classroom of unanticipated questions about sex (please see paragraph on 'other issues').

If they still wish their child to be withdrawn alternative arrangements will be made for them in school whilst the lesson is in progress.

Other issues may arise in response to children's questions. These will be answered as is considered appropriate to the children's maturity level. It may be considered more appropriate to refer the child to their own parents/guardians for more information.

See also the Anti-Bullying Policy, Safeguarding policy and Child Protection Procedures.

This Policy follows a 2-yearly review cycle unless a change in legislation or guidance necessitates a shorter review period.