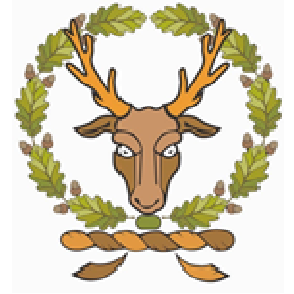


## North Stainley CE Primary School

### SEX AND RELATIONSHIP POLICY



#### What Is Sex and Relationship Education?

Sex and Relationship Education is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

#### Principles and Values

In addition North Stainley CE Primary School believes that SRE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all pupils in our care.
- Encourage every pupil to contribute to make our community and aims to support each individual as they grow and learn.
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches, including sexual orientation, without promotion of any particular family structure. This was a key principle for the parents/ carers and staff, who were involved in the consultation. We consider the important values are love, respect and care for each other.
- In our school and community we aim to encourage pupils and teachers to share and respect each other's views. We aim to generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment.
- Recognise that parents/carers are the key people in teaching their children about relationships, growing up and sex. We aim to work in partnership with parents/carers and pupils, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, other mentors or advisers

**Personal Development and Relationship Education in our school has three main elements:**

### **Personal and Social Skills**

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- learning to make choices with an absence of prejudice
- developing an appreciation of the consequences of choices made
- managing conflict
- empower pupils with the skills to be able to recognise inappropriate/uncomfortable situations and/or behaviours with their peers and adults

### **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
- demonstrating the values of respect, love and care
- exploring, considering and understanding moral dilemmas
- developing skills including negotiation and decision-making
- challenging misconceptions

### **Knowledge and Understanding**

- learning and understanding physical and emotional development at appropriate stages
- understanding physical and emotional changes and the development of relationships
- learning about reproduction, human sexuality and personal health
- learn about where to go for help or advice in school and how to access a range of local and national support agencies

### **Aims**

The aim of Personal Social Health Education is to provide balanced factual information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our PSHE programme aims to prepare pupils through an age and maturity appropriate curriculum, which will prepare them for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self

- esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within developing relationships.
  - avoid being pressured into uncomfortable or dangerous situations.
  - communicate effectively by developing appropriate terminology for sex and relationship issues.
  - develop awareness of their sexuality, understand differences and promote equality and diversity
  - have sufficient information and skills to protect themselves from infection
  - be aware of sources of help and acquire the skills and confidence to access health advice and support

### **Organisation and Content of Personal Development Education**

At north Stainley CE Primary School Personal Development Education is taught through the use of the SEAL and other Personal, Social and Health Education Programmes and the Science Curriculum.

### **Overview in Personal, Social, Health, Education Teaching Programme**

Foundation - We are all different. (Considers differences between girls and boys including sexual organs.)

Yr 1- Exploring friendship and trust. (The concepts of friendship and trust.)

Yr 2- Keeping clean. (Personal hygiene.)

Yr 3 -Your feelings your choice. (Looks at personal safety and decision making.)

Yr 4 - Keeping safe. (Deals with peer pressure.)

Yr 5 - Growing and changing. (Physical and emotional changes as puberty begins.)

Yr 6 - Growing and changing. (Changing & different kinds of relationships, pregnancy and contraception.)

PSHE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included, working in partnership with the School Nurse. The Science National Curriculum is delivered and although it is more concerned with the physical aspects of development and reproduction, the importance of relationships is inextricably linked within the delivery of programmes and our school ethos.

Any PSHE lesson may consider questions or issues that some will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When pupils ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the pupils, the question may be dealt with individually at another time. Our school nurse, Kate Devine works with us to help us deliver age appropriate information in line with Sex and Relationship Education Guidance DfES 2000.

## **Inclusion**

### **Ethnic and Cultural Groups**

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents/ carers to discuss any concerns with the Headteacher.

### **Pupils with Special Needs**

We will ensure that all pupils receive age appropriate sex and relationship education, and we will offer provision appropriate to the particular needs of all our pupils, taking specialist advice where necessary.

### **Sexual Identity and Sexual Orientation**

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support.

### **Right of Withdrawal of Pupils from Sex and Relationship Education**

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with teachers and the Head teacher at the earliest opportunity. Parents are welcome to review any PSHE resources the school uses.

### **Confidentiality**

It should be made clear to pupils that all adults in school cannot guarantee absolute confidentiality. This should be made clear when forming the class Ground Rules.

## **Safeguarding**

A child under 13 is not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under 13 is very serious and should be taken to indicate a risk of significant harm to the child. Cases involving under 13's should always be discussed with the nominated child protection lead.

Under the Sexual Offences Act, penetrative sex with a child under the age of 13 is classed as rape. Therefore, in all cases where the sexually active young person is under 13, a referral should be made to Social Care Direct identifying the young person, and the sexual partner if known. Following this, a Strategy Meeting or discussion will be held. The meeting will involve a Team Manager, Social Worker, Police, Health Worker, Education and Welfare and other relevant agencies, to discuss appropriate next steps.

Where the allegation concerns penetrative sex, or other intimate sexual activity occurs, there would always be reasonable cause to suspect that a child, whether girl or boy, is suffering or likely to suffer significant harm. All cases involving under 13's should be fully documented including detailed reasons why decisions were made not to share information.

Health professionals in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse.

These procedures should be read in conjunction with Child Protection Policy & Procedure

## **Monitoring and Evaluation of Personal Development Education**

It is the responsibility of the Head teacher and Leadership Team to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning.

The Governing Body is responsible for overseeing, reviewing and organising the revision of the Personal Social Health Education Policy.

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of pupils. This includes evaluating and commenting on the school's personal development policy (SRE), and on support and staff development, training and delivery.