



Benedict Biscop CE Academy

SEX and RELATIONSHIPS EDUCATION POLICY

Review Date:	Summer 2020
Next Review Due:	Autumn 2021
Person in Charge:	Headteacher
Governance:	Chair of Governors

Pastoral Care

The quality of relationships between all members of school, staff and pupils, and the relationship with parents and carers is the area that is most commonly associated with the ethos of a church school. It is expressed in the terms of sharing and caring. Jesus was clear in His instructions to the disciples on this matter. “Love your neighbour as yourself” – Matthew 22:39. “This is my commandment: love each other.” John 15:17. Everyone associated with the school is made in the image of God and is to be loved. This is the commandment from which Northern Lights Learning Trust derives its policy for pastoral care.

We have a series of overlapping networks of relationships which include trustees, governors, staff, children parents, church members and members of the community which the school seeks to serve. Our pastoral work will strive to meet the significant challenge to create and maintain such networks in ways which reflect the Gospel. Those who are in leadership roles, which includes all who have a particular responsibility, ensure that by their personal example they set the highest standards expected.

It is from this premise that Christian love will pervade all aspects of life at Northern Lights Learning Trust. It will influence how we reward and punish. It will affect how we value work and achievement of pupils and staff. It will be seen in the way in which the school environment is created and cared for. In the way in which teaching and non-teaching staff work together effectively as a team.

The Academy’s sex and relationship education policy is part of the Academy’s pastoral system and safeguarding arrangements.

For distribution:

Governors, all staff and parents.

Policy formation and consultation process

The current policy has been reviewed and determined by a representative group of the Members of the Local Governing Body, staff, parents and School Nurse.

Stages in producing policy

- Review of statutory guidance [Relationships Education]
- Initial meeting to review present practice and determine future action to produce a policy.
- Review of curriculum content to meet requirements.
- Circulation of relevant material.
- Review policy at Governors level – initial consultation.
- Review policy at Staff level
- Review policy – stateholders i.e. parents and school nurse
- Final review of policy at Governors level - Governors adopt policy.
- Statement to be produced for school prospectus.

Parents will be kept informed of any changes.

Introduction

Principles:

‘Don’t you know that your body is the temple of the Holy Spirit who lives in you and is given to you by God?’

I Corinthians 6 v 19

- Children should be able to grow having a positive attitude towards God as creator and an awareness of their place in His created order. Sex is not only a given fact of human existence but, in Christian belief, a gift of God as part of creation. In our teaching we will stress the importance of the individual to God.

We seek to develop positive relationships at Benedict Biscop C.E. Academy and have identified this explicitly through the following principles of community cohesion linked to our Christian Faith:

- God intended us to be in relationship. People in relationship with one another. We aim to develop young people who are friendly, inclusive and who are able to collaborate effectively. [Genesis]
- God intended us to welcome others into our community. We aim to develop and extend our relationships through recognising qualities and behaviours associated with being host and guest.
- God intended us to be confident in who we are – we aim to develop young people who have a positive self esteem, recognise their own value and who are able to make decisions about their own behaviour in relationships confidently.

Relationships are the foundation of our school, through developing mutual respect from the earliest age we recognise that whilst we are all different and unique, each one of us has the right to respect and be valued.

The school community recognise their role and responsibility in developing sex and relationships education but also recognise that co-operation between home, school and church as a foundation for continued support and healthy growth throughout a child’s school education is essential. Sex and relationship education should complement family teaching, where it exists, and should lay foundations for healthy growth where the home teaching is lacking.

The school recognise the sensitivity of some issues and will determine a specific agreed programme which will indicate the content of the sex education programme. Staff will only teach within the agreed guidelines. All staff have a shared responsibility to encourage healthy attitudes towards sex and relationships education. Professional Development and preparation beforehand will be provided.

Definition, Aims and Objectives of Relationships Education.

Relationships education teaches the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults.

To support the personal and social development of all pupils, and help them to enjoy relationships based on mutual respect and responsibility, free from any abuse.

To create a programme for progressive and differentiated learning which caters to pupils needs and is sensitive to individuals and groups.

To encourage unembarrassed acceptance of sexuality by providing appropriate vocabulary for all parts of the body and encouraging positive attitudes to all bodily functions.

To generate an atmosphere where questions and discussion on sexual matters can take place without embarrassment.

To enable pupils to accept variation in rates of growth and development (physical and emotional) when puberty commences.

To provide constant reassurance that change is part of the life cycle and to give help in adjusting to these changes.

To recognise the value and importance of a loving, committed and caring relationship.

To develop skills in personal relationships, for example, communication and assertiveness.

To help children affirm their rights, to be able to resist unwanted touch or advances and to communicate about such matters.

To develop skills in decision-making and problem solving.

Relationships Education Curriculum

The programme will form part of our Science and Personal Development Curriculums:

- Science topic related to human growth and development
- Specific skills and knowledge developed through Personal Development are part of the National Curriculum. Our school uses the National Curriculum and the Relationships Curriculum as the basis for its curriculum planning in Personal Development. We have adapted the national curriculum to the local circumstances of our school. We use the PSHE Association's mapping to provide our core curriculum and build into this a planned programme of education for upper KS2 children linked to puberty and bodily changes, this is delivered by health professionals (please see later in policy for more information). Units have been arranged to meet the needs of the current school population and to encourage links with other curriculum areas of learning.

External services are accessed and enhanced provision sought through support, discussion, teaching and advice.

Relationships Education Subject Content

The subject content of our Personal Development curriculum covers core areas:

- Health and Wellbeing
- Relationships
- Living in the Wider World.

Within these strands, Relationships Education (2020) runs throughout. These strands are:

- Respectful Relationships
- Families and People Who Care for Me
- Caring Friendships
- Online Relationships
- Being Safe

Parents do not have the right to withdraw pupils from Relationships Education.

Who is Responsible?

The role of all subject leaders will consist of:

- Lead curriculum development in the area throughout the school
- Plan progressive curriculum throughout the school linked to identified themes ensuring that key skills are developed
- Monitor progress through curriculum area and ensure this is tracked on a termly basis
- Develop Curriculum action plans which feeds directly into the School Improvement Plan
- Review the policy and scheme of work which will inform action plan
- Carry out an audit of resources annually which will inform action plan
- Organise, maintain, order resources using the allocated annual budget available.
- Ensure children's work is recorded and moderated across the school in the curriculum area.
- Lead professional development across school in response to need
- Provide support and advice to colleagues
- Keep up to date with developments in curriculum area and feed information into Senior Leadership Team
- Link with the directors of the academy and ensure they are informed of curriculum developments on termly basis.

The Subject Leader has the responsibility for overseeing and resourcing the subject. There is an annual budget for resourcing creative development so that effective teaching can take place and the school's policy can be maintained. This may vary from year to year according to curricular priority and resources available.

Monitoring and Review

The Subject Leader is responsible for monitoring planning, the standard of children's work and the quality of teaching. The Subject Leader supports colleagues in the teaching of Personal Development, by giving them information about current developments in the subject and by providing a strategic lead and direction for the curriculum area in the school. The Subject Leader is also responsible for devising an action plan and evaluating this, evaluating strengths and weaknesses in the curriculum area and indicating areas for further improvement. The Subject Leader is responsible for providing an annual overview to the directors of the academy.

Through monitoring and evaluating our practice, constantly reviewing what we do, we will address the following key questions, as identified in our inclusion Policy:

- Do all our children achieve as much as they can?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their potential?
- Are our actions effective?

When will sex education take place

The Science topic ‘ The Human Body’ will be taught during Year 4 or 5 [at appropriate times working with external health services and school. In exceptional circumstances menstruation will be taught in Year 4 Summer term when staff consider it is necessary depending on the maturity of the girls. Parents are informed by letter before the subject is taught to give them the opportunity to address any issues that may arise.

Sensitive Issues

How sensitive issues are dealt with, i.e. teacher style and methods used, is crucial. Such issues need to be presented in a balanced way, pitched to the level of the pupils’ needs and experience. The use of ‘ground rules’ will help create a supportive climate for discussion and yet respect privacy and the ‘right to pass’.

Only topics listed in the curriculum contents may be taught / discussed. Staff must make the children aware of the ground rules before questions are invited.

Discussion with the Assistant Headteacher, Deputy Headteacher or Headteacher is essential before the topic is introduced to the pupils.

Equal Opportunities

Children will be taught in a mixed class except for the lesson on menstruation. The content of the lesson will be the same. There are requirements by law that the school must follow to ensure that all children are taught equally and that children are aware of the equalities of others (please see The Equality Act 2010 and schools: Departmental advice).

Organisation of Sex Education

The content will be covered in the Science programme and as part of the work in Personal Development. The lessons will be delivered by the class teacher and school nursing staff over 2 sessions to enable children to ask questions or “post” questions in private to staff to be considered.

Training Provision

Training will be provided by school based professional development and LA courses.

Assessment

Assessment will be by quality of questions and discussion. Young people in Y5 and 6 will be offered an opportunity to post questions privately which will also determine their understanding.

Evaluation

Present practice involves discussion with several Year 4/ 5 parents in an informal manner. Response is encouraging and appreciative.

Resources

Video, printed materials, outside agencies.

Confidentiality

If any sensitive issues are raised relating to sex education the member of staff must consult the Headteacher or Deputy Headteacher.

If a disclosure is made the member of staff must follow the procedures relating to the school's safeguarding policy and contact the designated person immediately.

Child withdrawal procedures

Current and prospective parents will be kept fully informed of the content of the sex and relationships education policy.

Parents are free to withdraw their children from SRE if they wish to do so. The only exceptions to this are the biological aspects of human growth and reproduction that are essential elements of National Curriculum Science.

From September 2020: statutory Relationships Sex Education: On 1 March 2017, the then Education Secretary, Justine Greening, announced her intention to put 'Relationships and Sex Education' – rather than SRE – on a statutory footing. Section 34 of the *Children and Social Work Act 2017* provides for relationships and sex education to be taught in all schools in England.

The changes involve:

- All primary schools in England teaching 'Relationships Education'
- Reformed statutory guidance, following consultation
- Retaining the parental right of withdrawal from sex education, with new rights for children to 'opt-in' as they approach age 16

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 confirm that these changes will come into force in September 2020. Statutory health education in schools is being brought in as part of these changes.

The new legislation brought in through the Children and Social Work Act 2017 will bring about some important changes in relation to parental rights to withdraw children from school RSE:

- Parents will not be able to withdraw their child from Relationships Education in primary school or secondary school
- Parents will be able to withdraw their child from primary school classes which address sex education - i.e. those that do not sit within the Relationships Education curriculum.

Parents who express a desire to withdraw their child from sex education lessons, will be invited to school to discuss their concerns. If this issue can't be resolved the parent must inform the Academy in writing that they wish their child to be withdrawn from the relevant lessons. Children who are withdrawn from lessons will be accommodated in the library and provided with Science activities appertaining to the National Curriculum.

Procedures for the involvement of health professionals

- 1 Outside agencies may be invited to talk to the children. Before involvement with the children they must be familiar with the Academy's sex education policy.
- 2 The management of the sex education lessons is under the control of the class teacher, who must be present when any outside agent is talking to the children. The teacher and school nurse will liaise and use agreed appropriate material.

Working with parents

- 1 The parents will be informed when sex education is to be taught so that they can act as partners in the process.
- 2 Information will be available in school for parents giving advice and support.

Dissemination of the Policy

- 1 Members of the Members of Local Governing Body. The policy will be available in school for parents to view.
- 2 Members of the Academy staff through the Academy's intranet.

Leadership

The senior leadership team and the Subject Leader or teacher responsible for the subject should have a clear view of the purpose of curriculum development in this area and how learning outcomes can be achieved. Effective communication is necessary at all times. Sharing ideas, involving others in leadership and management considerations can ensure that all staff understand the requirements and that individual talents are put to full use. All staff have a responsibility in maintaining a positive approach to teaching, maintaining high moral stance, clear vision. Effective interaction and collaboration calls for active participation from all.

Evaluation and Monitoring

Sex education and its implementation will be reviewed informally and formally on a regular and ongoing basis, taking note of internal and external perspectives and demands.

Evaluation will ensure that the following criteria are being met:

- Equal opportunities for all, with access related to individual needs.
- Aims and objectives are matched with whole school requirements, with outcomes consistent with effective implementation of the curriculum as a whole.
- Policy is relevant in a changing climate.

Procedures for Policy Monitoring and Evaluation

- 1 Senior Leadership discussion
- 2 Autumn term Local Governing Body meeting.
- 3 External discussions with school nursing staff
- 4 External discussions with community groups recognising social changes.