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St Clement's CofE Primary School

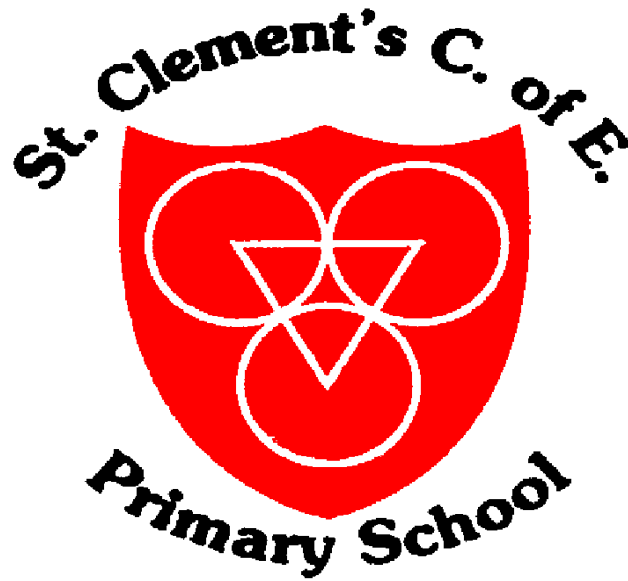
Sex & Relationships Policy

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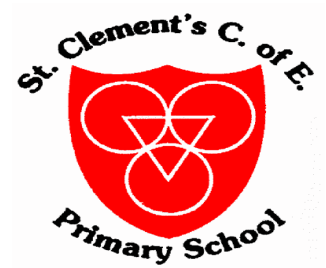
St Clement's C.E Primary School



Sex and Relationships Policy

Approved at FGB: 24th May 2021

Next review: June 2022



Growing Together To Let Our Light Shine

Mission Statement:

**We encourage and inspire children to aim high and challenge themselves in everything they do.
As a compassionate, Christian school, we are strong in our faith. We believe in love and forgiveness and are thankful for the opportunities we have to live and learn in our community.
(REVIEWED JULY 2019)**

Our Christian Values Reflected In This Policy

Faith

Hope

Love

Respect

Thankfulness

Compassion

Forgiveness

(September 2017)

DDA STATEMENT

At St. Clement's we will aim to:

- Promote equality of opportunity between disabled people and others.**
- Eliminate discrimination that is unlawful under the Act.**
- Eliminate harassment of disabled pupils that is related to their disabilities.**
- Promote positive attitudes towards disabled people.**
- Encourage participation by disabled people in public life.**

- **Take account of a disabled person's disabilities, even when that involves treating a disabled person more favourably than another person.**

CONTEXT

St Clement's is a one- form entry primary school with a foundation stage. We cater for children from the ages of three to eleven.

This policy meets our statutory requirement with regards to Sex and Relationship education and has been developed in conjunction with the Head Teacher, PSHE Co-ordinator, Healthy Schools lead and Governors.

AIMS

The aim of the policy is to ensure that sex and relationship education at St. Clement's Church of England Primary School recognises the emotional, moral, cultural, spiritual, mental and physical development of pupils.

VALUES AND ETHOS

It will reflect the school ethos and demonstrate and encourage self-respect and responsibilities for self and for others. It will prepare pupils for the opportunities, responsibilities and experiences of adult life, the nature of marriage and the importance of family life and stable relationships for bringing up children. As well as teaching about sex, it will deal sensitively with issues as they arise about sexuality and sexual health.

DEFINITION

Sex and Relationship education is part of lifelong learning about physical, moral and emotional development.

Sex education in the school will be developmental as a foundation for further work in the Secondary school.

PRACTICE

The school will deliver sex and relationship education by:

- providing information, which is easy to understand, relevant and appropriate for the needs, age and maturity of the pupils
- teaching the subject in the context of relationships
- teaching the subject in both mixed and single gender groups
- providing appropriate, up to date resources to support the policy
- identifying and recognising pupil's special needs requirements which might necessitate an amendment to the core sex education programme
- involving the pupils in the school's provisions for sex and relationship education

DEALING WITH SENSITIVE ISSUES

- deal with sensitive issues or explicit questions, within the context of the curriculum in an appropriate manner e.g. question box/ ask it basket
- any discussions which raise child protection concerns, would be referred to one of the five child protection designated persons.

STAFF DEVELOPMENT

When working in this area of the curriculum teachers will feel more confident when there are regular opportunities to extend and develop their skills through in service training or attendance on courses. We will aim to do this as often as is necessary.

CONFIDENTIALITY/DISCLOSURES

- have clear links with the school's child protection procedures
- offer parents, carers the opportunity to discuss the planning, resources and delivery of the sex education provision within the school through an annual consultation with the Healthy Schools lead person

DEALING WITH THE MEDIA

When dealing with the media on issues related to sex and relationship education we will follow LEA advice and refer to our school policy.

PARENTS RIGHT TO WITHDRAW

Offer parents the right to withdraw their child from those aspects which are outside the science curriculum. Parents are informed at least two weeks before their child is due to take part in these sessions. There are a variety of ways that parents can withdraw their child: complete an online form, complete the reply slip and return to the school office, speak directly to the class teacher or head teacher. In any case, a member of staff will speak to these parents and share the materials with them so that they are fully aware of what will be covered. If they still wish to withdraw their child then staff will arrange that.

WIDER AGENCIES

Using the resources and expertise of appropriate outside agencies as well as teaching staff. Visitors will work within the school policy and enrich the provision. They will work alongside the teacher in the classroom. Visitors to school would include: Manchester Healthy Schools co-ordinators and school nursing team.

MONITOR AND EVALUATION

The teaching of human growth and reproduction will be taught in accordance with the Science National Curriculum targets, sex and relationship education will be delivered through the Personal, social, health and economic (PSHE) education curriculum.

Sex and relationship education will be taught through Manchester's Healthy Schools 'iMatter Programme', it will be monitored, evaluated and reviewed in accordance with the school's policy review programme.

Some of the 'Sex and Relationship Education' is delivered within the classroom environment and is very much part of an ongoing learning programme. Other aspects are best delivered in assemblies and contribute to the development of the school ethos.

RSE CURRICULUM

By the end of KS2, all children should have covered and understand the objectives as set out in the Relationships Education, Relationships and Sex Education (RSE) and Health Education document released by the DfE.

Families and people who care for me

Pupils should know

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring Friendships

Pupils should know

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

Pupils should know

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

Pupils should know

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Being safe

Pupils should know

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.