



BATH & WELLS
Multi Academy Trust

'That they may have life, life in all its fullness' John 10:10



Cheddon Fitzpaine Church School

Sex and Relationships Policy

All policies at Cheddon Fitzpaine Church School should be taken as part of the overall strategy of the school and implemented within the context of our vision, aims and values as a Church of England School and Every Child Matters agenda.

Agreed:2014-2015

Review: 2015-2016
Rationale

All children have a basic entitlement to Sex and Relationship Education. We have based our school's Sex and Relationships Education policy on the DfEE guidance document Sex and Relationship Education Guidance (ref DfEE 0116/2000). In this document, sex education is defined as 'learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health'. Sex education is part of the personal, social, health education and citizenship curriculum in our school. While we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation.

As a Church School, we believe that sexual relationships are a gift of God as part of creation and that sex education should be placed within a Christian context of love, faithfulness and forgiveness. Children need to come to understand their own bodies and feelings and so be prepared for the opportunities and responsibilities of stable relationships. We recognise the value of secure loving relationships, the importance of family life and hold in high regard God's ideal of a lifelong marriage commitment as a context for raising children. However, it is also important for us to recognise that many children in our school community grow up within alternative frameworks and that these beliefs and issues are handled with sensitivity.

Aims and objectives

At Cheddon Fitzpaine Church School we aim to provide our pupils with an age appropriate Sex and Relationships Education programme that is tailored to their physical and emotional maturity. 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 family life;
- moral questions;
- relationship issues;
- respect for the views of other people;
- Christian beliefs and attitudes regarding sex and relationships
- sex abuse and what they should do if they are worried about any sexual matters.

■ Attitudes and Values

learning to care about other people and being sensitive towards their needs and views;

learning the importance of values, and individual conscience and moral considerations;
accepting the differences between people and learning not to exploit them;

learning the value of family life, marriage, and the importance of stable, loving and caring relationships for the nurture of children;

learning the importance and responsibilities of the family unit for all its members;

learning to respect oneself and others and being honest, loyal and trustworthy in relationships;

learning to take responsibility for one's actions in all situations;

exploring, considering and understanding moral dilemmas; and developing critical thinking as part of decision-making.

Recognise love, in its many forms, as being central to Christian philosophy.

■ 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;

learning how to make well informed and responsible decisions about their lives and developing an appreciation of the consequences of the choices made;

managing conflict;

learning how to recognise and avoid exploitation and abuse.

■ Knowledge and Understanding

using appropriate vocabulary;

learning and understanding human sexuality, reproduction, emotions and relationships

if children ask about contraception issues we would respond appropriately

We believe that Sex and Relationships Education will be achieved by providing an environment and atmosphere where pupils feel safe, relaxed, not intimidated, but focussed; and where they have confidence and trust in the knowledge, ability and skills of their teachers.

Moral Framework

Pupils will be taught Sex and Relationships Education within a framework which models and encourages the following values:

- Being honest with themselves and others
- Developing a critical awareness of themselves and others
- Learning to show tolerance, understanding, respect and care for others
- Acknowledging the rights, duties and responsibilities involved in sexual relationships
- Developing an awareness and belief in one's own identity
- Having a positive attitude towards the value of stable relationships, marriage and family life for the upbringing of children
- Acknowledging and understanding diversity with regard to religion, culture and sexual orientation
- Having self-discipline regarding their sexuality.

Content and Organisation

We teach sex education through different aspects of the curriculum. While we carry out the main sex education teaching in our personal, social and health education (PSHE) curriculum, we also teach some sex education through other subject areas (for example, science and PE), 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 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 Year 6 we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with Local Health professional who deliver aspects of the curriculum and advise about teaching materials to use with our children in these lessons. Teachers do their best to answer all questions with 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. (Provision is made for girls' sanitary needs.) We always teach this with due regard for the emotional development of the children (as stated earlier in this policy).

We follow guidance recommended by OFSTED in their report entitled 'Sex and Relationships Education' published in 2002. (See Appendix for further information.)

We arrange a meeting for all parents and carers of children in Year 5 and 6 to discuss this particular programme of lessons, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching.

The role of parents

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school's sex education 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;
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parents have the right to withdraw their child from any part of the sex education programme that we teach in our school, which is not in the National Curriculum. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

Confidentiality

Teachers conduct sex education lessons in a sensitive manner and in accordance with our confidentiality policy. 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 they may have been a victim of abuse.

In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Teacher who has responsibility for Child Protection, who will then deal with the matter in consultation with health care professionals. (See also Child Protection Policy).

The Role of the Headteacher and Governing Body

The Sex and Relationships Education policy is the responsibility of the governing body. It is the headteacher's responsibility to ensure that both staff and parents are informed about our Sex and Relationships Education policy, and that the policy is implemented effectively. It is also the headteacher'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.

Monitoring and review

The Curriculum Committee of the governing body monitors our Sex and Relationships Education policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary.

Withdrawal of Children from Sex and Relationship Education

Schools have a legal duty to teach the biological aspects of Sex Education identified within the National Curriculum for Science. These must be taught to all pupils and parents are not allowed to withdraw their children from these lessons. Parents are permitted to withdraw their children from all or part of the sex education that falls outside of the National Curriculum. Such requests should be made in writing to the Head Teacher. We will attempt to establish reasons why parents wish to withdraw their child. If the decision to withdraw a child is made, we must ensure alternative arrangements are made and should try to ensure these arrangements cause minimal

embarrassment to the child and minimal disruption to the programme. Once a child has been withdrawn, they cannot participate in Sex Education sessions until the request for withdrawal has been removed.