

# Winterbourne Earls CE (VC) Primary School

## Relationship and Sex Education Policy

**Date: January 2024**

**Review Date: January 2025**

*In our school community we nurture strong relationships forming a secure foundation from which our children can flourish. We promote positive mental health and emotional well-being for all, and grow as a family recognising our unique contributions so that we are stronger together than we are apart.*

### **Development of the policy**

This policy was developed in line with The DfE policy on Relationships, Education, Relationships and Sex Education, and Health Education in England, Feb 2019 and The Church of England's policy Valuing All God's Children.

### **Introduction: (School Statement on Equality)**

Winterbourne Earls School fully recognises its responsibilities for the safety of its children and staff at all times. Our values of Courage, Honesty, Respect, Inspiration, Stretching our Learning and Thankfulness will be the foundation of all our Sex and Relationship Education Policy, helping to create an inclusive school environment.

The Church of England's policy Valuing All God's Children states that; Every person in our community has been made in the image of God and is loved unconditionally by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community. Each person in all their unique difference should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, sexual orientation or gender identity.

We are committed to promoting the understanding of the principles and practices of equality-treating all members of our school community as individuals, according to their needs, with an awareness of our diverse society and appreciating the value of difference. We actively seek to challenge discrimination and we promote an anti-bullying stance which makes clear the unacceptability of racist, disablist and homophobic, biphobic and transphobic bullying and language.

By giving all children the confidence and vocabulary to be able to talk about their relationships and their bodies in age-appropriate ways, especially so that they can express themselves if they are ever in need.

### **Legal Framework:**

We welcome our duties in the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relation to age (as appropriate), disability, gender identity, race, religion, sex and sexual orientation.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect the international human rights standards as expressed in the UN convention on the Rights of the Child, the UN Convention on the Rights of the People with Disabilities, and the Human rights Act 1998.

### **Purpose of Relationships Education (Guiding Principles)**

The Sex and Relationship Education (SRE) programme at Winterbourne Earls School aims to reflect its Christian values in a modern setting and it will lay a foundation for more education at secondary school.

It has three main elements:

#### a. Attitudes and Values

- learning the importance of values and individual conscience
- learning the value of family life and marriage
- learning about stable and loving relationships for the nurture of children
- learning the values of respect, love and care
- exploring, considering and understanding moral dilemmas

#### b. Personal and Social Skills

- develop self-respect and empathy for others
- learning to manage emotions and relationships confidently and sensitively
- learning to make choices based on an understanding of difference and with an absence of prejudice
- developing an appreciation of the consequences of choices made
- managing conflict
- learning how to recognise and avoid exploitation and abuse

#### c. Knowledge and Understanding

- learning and understanding physical development at appropriate stages
- understanding human sexuality and the process of reproduction
- develop confidence about their bodies and the changes it will undergo
- develop a context for sexual information to which children may be exposed in the media

The further objectives of sex education will only be addressed directly at secondary school. These objectives include the delay of sexual activity until an appropriate time and the avoidance of teenage pregnancy and sexually transmitted disease. At Winterbourne Earls School we aim to lay the foundation for further understanding to occur but these objectives will not be covered directly.

### **Teaching: (Staff development and Training)**

We will ensure that all staff, including support staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

SRE is to be delivered by trained, confident teachers, who are happy to teach the subject. The SRE will provide information which is easy to understand and relevant and appropriate to the age and maturity of the children. It will include the development of communication and social skills and also encourage the exploration and clarification of values and attitudes. It is about the understanding of stable and loving relationships, which promote love, respect, and caring in family life and the value of marriage. It is also about the teaching of sex, and sexuality, sexual orientation ensuring that content is fully integrated into the curriculum. Through our teaching the children will develop confidence in discussing, listening and thinking about feelings and relationships and awareness of mental wellbeing. The children will be given the opportunity to use appropriate vocabulary and describe how their body works, as well as how to protect themselves and ask for help and support.

**Content:**

SRE provision will follow the 'Love & Sex Matters' resources produced by Salisbury Diocese and the Jigsaw (PSHE) scheme of work. Viewing of the Love & Sex Matters and the Jigsaw Scheme materials will be available to parents/carers who wish to see its contents prior to the SRE lessons or to supplement the school's SRE programme.

In **Key Stage One**, pupils learn to recognise similarities and differences between themselves and others, label parts of the body, identify and share their feelings with each other, recognise safe and unsafe situations and identify and be able to talk to someone they trust. Children will have a basic understanding of life cycle.

In **Key Stage Two**, pupils learn to express their opinions about relationships and bullying and to listen to and support others, including respecting other people's viewpoints and beliefs. They learn to recognise their own worth and identify positive things about themselves and that mental wellbeing is a normal part of daily life in the same way as physical health, including managing emotions. Life processes are discussed including the physical changes that take place at puberty, why they happen and how to manage them, including the menstrual cycle. This includes how a baby is conceived, develops and birth.

**Organisation:**

At Winterbourne Earls School the main content of SRE is delivered through PSHE lessons, using the 'Love & Sex Matters' resources produced by Salisbury Diocese and the Jigsaw Scheme. These resources promote sex and relationship education as a developmental process beginning in the early years at an appropriate level and progressing through childhood and adolescence into adulthood. SRE will not be delivered in isolation but included in science, PSHE and secondary transition or when the subject arises. The relevance of content and age of the children involved will be taken into account when designing the curriculum and lessons. The children will therefore be taught in year groups with boys and girls together for all lessons. The 'Love & Sex Matters' and Jigsaw scheme resource is provided in Key Stage related books and will be used for the appropriate year groups.

1. Withdrawal from lessons  
Parents have the right to withdraw children from Sex Education lessons, please see *Appendix 1* for details.
2. Confidentiality and Safeguarding  
As a general rule the teacher or member of staff concerned maintains a child's confidentiality. However, staff must not promise absolute confidentiality as work relating to SRE may give rise to disclosures about possible sexual abuse. In these cases, staff are to follow the Safeguarding policy.
3. Dealing with Questions  
Both formal and informal pupils' questions arising from SRE are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the designated Safeguarding officer if they are concerned.
4. Sexual Identity and Sexual Orientation  
Winterbourne Earls School believes that SRE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly, yet sensitively.

#### **Links to other policies and documentation**

We ensure that the principles listed above apply to all of our policies and practice including those that are concerned with

- Pupil progress
- Pupils' personal development and wellbeing
- Teaching styles and strategies
- PSHE
- Admissions and attendance
- Staff recruitment, retention and professional development
- Care, guidance and support
- Special Educational needs
- Behaviour, discipline and exclusions
- Bullying and addressing prejudice bullying
- Working in partnership with parents, carers and guardians
- Working in the wider community
- We also ensure that the information about our responsibilities under the Equality Act are included in our school website and newsletters.

#### **Disseminating the policy**

We ensure that this policy is known to all staff and governors, parents, carers and, as appropriate, to all pupils. This policy, our equality objectives and data are all available on our school website.

#### **Breaches of the Policy**

Breaches of this policy will be dealt with in the same way that other breaches of school policy are dealt with, as determined by the headteacher and governing body.

## **Monitoring and Evaluation our Actions**

It is a requirement that the school monitors its sex and relationships education. This will take place in three ways:

- a. The Headteacher/ subject leader will include this programme in his/her regular lesson evaluation activity and gather feedback from staff.
- b. Children in years 5 and 6 will be asked to assess the programme after it has been completed.
- c. Governors will review the SRE Policy yearly.

## Appendix 1

### DFE SRE guidance Feb 2019

#### Right to be excused from sex education (commonly referred to as the right to withdraw)

45. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it would be good practice for the head teacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will want to document this process to ensure a record is kept.

46. Good practice is also likely to include the head teacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the DRAFT 18 detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).

47. Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.

48. This process is the same for pupils with SEND. However, there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision. The approach outlined above should be reflected in the school's policy on RSE.

49. Head teachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.

50. If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.