



Being different, succeeding together

Sex and Relationships Policy and Specific Incidents Statements

UNCRC Article 2: Rights apply to every child without discrimination

UNCRC Article 12: Every child has the right to a voice

UNCRC Article 17: Every child has the right to reliable information

UNCRC Article 24: Every child has the right to the best health care possible

Successful Learners Confident Individuals Responsible Citizens Effective Contributors

Healthy and Active Safe and Nurtured Included and Respected Reaching their Full Potential

We believe that learning should be joyous and purposeful; where learners are excited and engaged through excellent teaching which challenges them and shows them what they can do.

We ensure that learning is of high quality which is planned and managed so that every child is supported and challenged.

We believe in strong partnerships with families and the wider community to ensure that learning outside of our school thrives.

Through our teaching and learning, we aim to achieve the core purposes and outcomes of the Bailiwick Curriculum.

Principles

Successful Sex and Relationships Education (SRE) will enable children to have

- positive perceptions of self-worth and self-esteem
- confidence in talking, listening and thinking about feelings
- the ability to make informed choices and minimise risk
- emotional literacy that supports them in making successful relationships
- appropriate knowledge about their own bodies and how they work
- a discerning eye for the messages they receive through the media
- the ability to ask for and offer help and support
- the opportunity to explore their own attitudes, values and beliefs

Aims

Sex Relationships Education should enable pupils to

- Develop their knowledge of their physical growth and skills
- Clarify their attitudes and understanding about getting on with others
- Realise the benefits of a healthy lifestyle, including emotional well-being
- Be able to relate their knowledge to their own and others' actions, as appropriate to their age and development.
- Have a basis of factual knowledge to enable them to deal with sensitive issues e.g. HIV/aids

Objectives

SRE is essential if young people are to make responsible and well informed decisions about their lives. At St Martins this will not be delivered in isolation but as an embedded part of PSHE. The object of SRE is to help and support our children develop confidence in themselves physically, emotionally and morally.

Delivery of the content

The aims of this whole school policy will be largely met through various areas of the curriculum, e.g. science and PSHE on an age and ability appropriate basis.

It will take into account the features of well-taught lessons and in particular include the principles of :

1. establishing ground rules
2. having an active approach to learning
3. building on what learners already know
4. assessing the learning.

Where appropriate other agencies or experts are used to support children's learning e.g. School Nurse, Complementary Health, Police Liaison Officer etc.

A teacher will be present when these inputs are delivered.

Practice

Effective SRE results from a whole school approach where teaching methods take account of the differences in the development of children. Thus teaching may be class, group or individual. The school will aim to develop the child's confidence in talking, listening and reflecting on SRE. A range of strategies will be used which could include discussion, circle time, role-play, collective worship and reflection time.

Working with Parents/Carers

The school will always work in partnership with parents/carers when planning and delivering SRE. Concerns expressed by them treated with respect. **Parents/carers have the right to withdraw their child/children from all or part of the sex education programme that is not part of the science curriculum.**

The Head teacher should be informed by parents who wish to do this.

Useful people and organisations

School Nurse; either direct or 'drop-ins'.

Complementary Health Service

Health Promotions Unit

Leaflets are available through PSHE co-ordinator

Monitoring and Evaluation

It is the role of the PSHE subject leader to monitor and evaluate the implementation of this policy in consultation with the Head teacher and other staff as appropriate

For in school support and advice about this policy contact:

PSHE co-ordinator, Head teacher

SPECIFIC ISSUES STATEMENTS

Confidentiality and disclosures

Pupil's confidentiality is to be respected in all SRE lessons and activities. HOWEVER teachers cannot offer or guarantee absolute confidentiality. If sexual, or other abuse, is suspected or disclosed, either by a pupil or an adult, teachers must follow the school's child protection procedures. i.e. reassure the pupil they have done the right thing and inform the school Child Protection Officer as soon as possible.

Language

Correct terms for all body parts and functions should be used during SRE. The meanings of words should be clarified in a factual way and words which may cause offence should be made clear to pupils. Such words from this point on should no longer be used. The aim is to prevent pupils using offensive words to bully or upset others since staff can challenge the use of offensive words explicitly.

Teachers' needs

If a member of staff is extremely uncomfortable teaching aspects of SRE they should discuss this with the Head teacher who may be able to provide an alternative member of staff known to the children to deliver the curriculum area.

If a member of staff feels inadequately trained to deliver aspects of SRE they should speak to the PSHE co-ordinator/ training manager/ head teacher who can arrange for a CPD programme to support them.

Girls' Periods

Parents are asked to let the school know if their daughter starts her periods.

Bins for the disposal of sanitary waste are in each of the cubicles of the Junior girls' toilets.

Sanitary towels and spare pants are kept in the lower drawer of the First Aid room

Sanitary wear should be taken on Year 5 and Year 6 residential trips.

Using support agencies to deliver SRE

When school partner deliver aspects of SRE it is expected that the class teacher will be present with the outside provider. The class teacher will therefore be fully aware of the issues addressed and will be able to evaluate the value of the inputs to inform future planning.

Dealing with sensitive or sexually explicit questions

- Pupils need it made clear, by the use of ground rules, that personal questions should never be asked about other pupils or about the teacher.
- Staff may use a question box while delivering SRE into which children may place questions they feel unable to ask publicly. However they will be told that if these questions are considered too explicit to be appropriate for the group they will not be discussed.

- Pupils should know that only questions directly related to the SRE lesson being taught will be dealt with. (Teachers may wish to speak 1:1 with pupils who raise other issues) N.B Confidentiality and disclosures above.
- Pupils raising SRE issues at other times should be informed that it will be dealt with at the appropriate time in the SRE programme for the year, (if within the planned scheme for the year). Other wise the child should be directed to ask their parents or carers.
- If a child or several children raise SRE related issues about a topic of particular interest, (perhaps because of media coverage or local events), the SRE programme can be modified to deal with this in order to prevent pupils being misinformed or receiving biased information. SPEAK TO HEAD TEACHER OR PSHCE CO-ORDINATOR FOR CLARIFICATION
- If children show inappropriate sexual knowledge child protection procedures should be consulted.

Further guidance on the delivery of Sex and Relationships Education.

St Martins School does not tolerate discrimination or bullying in any form and will deal effectively with any reported incidents where gender or sexual orientation, actual or implied, may be a cause of such behaviours.

Responsibility

Every member of the School Community has a role to play in establishing positive attitudes to Sex and Relationships Education.

Any concerns should immediately be made known to

1. the Head teacher (CPO), in her absence
2. the Deputy Head, or in her absence
3. a member of the Senior Leadership Team.

For in school support and advice contact:

PSHE co-ordinator, Head teacher.

Reviewed: October 2019