

## **St Benedict's C. of E. VA Junior School**

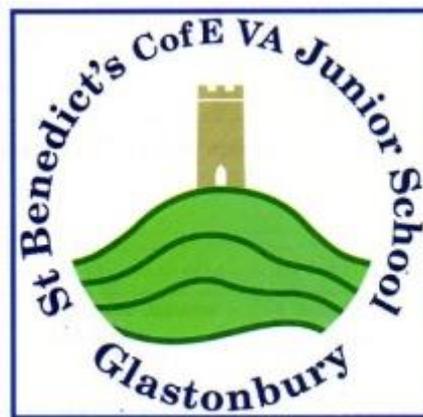
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**Dream, Believe, Achieve**



### **Sex and Relationship Education Policy**

#### **Introduction**

This policy is a 'stand-alone' policy that comes under the umbrella of Personal, Social, Health Education and Citizenship (PSHEC) in the school. It takes account of the '*Sex and Relationship Education Guidance*' published by the DfE in July 2000 that updated Circular 5/94 '*Sex Education in Schools*'. This continues to be the recommended SRE guidance under the current government (2018). The policy has been drafted by a working party of the School Governors following consultations with pupils, parents and staff, together with local health education advisers and health promotion specialists and is based on a framework produced by a countywide multi-disciplinary group. A copy of this policy is held in the school reception and it can be made available on request. A statement on Sex and Relationship Education is also to be found in the School Prospectus.

#### **Rationale**

At St Benedict's School, we believe that effective Sex and Relationships Education (SRE) is essential if our pupils, as they grow, are to make responsible and well informed decisions about their lifestyles and their environment. It contributes to promoting the spiritual, moral, social, cultural, emotional, mental and physical development of our pupils, preparing them for the opportunities, responsibilities and experiences of adult life. We understand that there is a statutory requirement for us to have in place such a policy compiled by the school governors.

SRE will be delivered within the school's Christian ethos to encourage children to have due regard to moral considerations and to the value of the family. We believe SRE should not be delivered in isolation, but be firmly rooted in our Personal, Social and Health Education and Citizenship programme, supplemented by Science and other subjects of our taught curriculum.

#### **Definition of Sex and Relationship Education**

Sex and Relationship Education is lifelong learning about physical, moral and emotional development. It is about respect, love and care and the benefits of making and maintaining a stable marriage or relationship. We recognise that to be human is to experience sexual feelings, seek connections with other people and develop relationships, which may be physical or non-physical. Our teaching of sex and relationship education is applicable to all sexual orientations and will include teaching about sex, sexuality and sexual health.

SRE seeks to enable young people to feel positive about themselves, manage relationships and access the infrastructure of support available.

#### **Aims and Objectives**

At St Benedict's school we aim to provide our pupils with an age appropriate SRE programme that is tailored to

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their physical and emotional maturity. In doing this, we acknowledge the value of contributing to a spiral curriculum. It should enable them to make positive choices about their sexual and emotional health, both now and in the future. We seek to achieve this aim by having three main elements to our programme as outlined in 'Sex and Relationship Guidance', DfE, Ref 0116/2000, p5:

#### 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;
- learning about relationship issues including keeping safe online and seeking help;
- exploring, considering and understanding moral dilemmas; and developing critical thinking as part of decision-making.

#### 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

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning the reasons for delaying sexual activity and the benefits to be gained from such delay.

We believe that SRE 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 SRE 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 respect for, and being in control of, their own bodies);
- Having a positive attitude towards the value of stable relationships for the upbringing of children;
- Acknowledging and understanding diversity with regard to religion, culture and sexual orientation;
- Having self-discipline regarding their sexuality.

## **Working with Parents**

The school is committed to working in close partnership with parents and carers who are the key people in teaching their children about sex and relationships. Parents/carers are invited to attend the school to discuss the school's SRE programme and to view the teaching materials and resources that will be used.

A parent or carer, who is concerned about any element of this policy, or is unhappy about their child's participation, should discuss their feelings with the Headteacher. Parents have the right to withdraw their children from all or part of those aspects of the SRE programme which are **NOT** part of the statutory National Curriculum Science Orders and should notify the school in writing should they wish to do so. If requested, alternative arrangements will be made for individual pupils, but it is hoped that this will not be necessary. If so, parents should consult with the Headteacher to discuss appropriate arrangements.

## **Content and Organisation**

The organisation of SRE is no different from other curriculum areas. It is delivered through planned programmes within Science, RE and PSHE. Occasionally, issues about SRE may arise spontaneously in other lessons (e.g. while studying English Literature) where it is not the main focus of the lesson. This is not considered to be part of the planned SRE programme and parents or carers cannot withdraw pupils in these circumstances. It might also be delivered via ICT and PE sessions.

Provision may be made for pupils in mixed age classes to be taught in separate age groups. Normally, male and female pupils will be taught together. However, when deemed appropriate, there may be occasions when pupils are taught in separate gender groups.

The intention is for all our pupils to achieve the age-related learning outcomes recommended by Ofsted in their report entitled 'Sex and Relationships' published in 2002. ***(See Appendix 1 for further information)***

Our SRE programme is one of the most important ways we act on our responsibility to safeguard and protect our children, as set out in the Child Protection & Safeguarding Policy. We also refer to guidance from the government and expert organisations on specific safeguarding issues, which are relevant to our cohort of children, as listed in Keeping Children Safe in Education. To safeguard children effectively it is vital that opportunities are created in the curriculum to teach about healthy behaviour, caring relationships, online safety and when and how to get help. At our school we encourage children to develop skills in these areas so that they are equipped with strategies to help themselves in preventing or reporting harm or abuse.

Where visitors are invited to deliver aspects of the SRE programme, the school follows the guidance in '*School use of visitors and outside agencies in health promotion*' published by the Somerset Healthy Schools Team, 2001. Visitors will be used to support, not supplant, the role of the teacher and they will always be accompanied in the lesson by a teacher. Visitors will always be fully briefed on their contribution to the programme and will be given a copy of the current policy beforehand.

Aspects of SRE are encompassed within the ethos of the school and may be delivered through:

- PSHE lessons
- Core and foundation subjects
- Circle time
- Literacy/numeracy lessons
- Health weeks

The SRE programme will be delivered by:

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- Class teachers/tutors
- The School Nurse (or other specified visitor/s or agency).

A range of teaching approaches will be used which include didactic and participatory methods e.g. small group work for discussion etc.

The overview and co-ordination of the taught curriculum is the responsibility of the PSHE Co-ordinator in the school. In PSHE we use the PSHE Association's programme of Study for PSHE to inform our curriculum. We teach children about relationships, and we encourage children to discuss the changes that happen as they grow up. We teach about the parts of the body, including the private parts, inappropriate touching, why males and females are different, and we explain to the children what will happen to their bodies during puberty. We encourage the children to ask for help if they need it. By the end of Key Stage 2, we ensure that both boys and girls know why children's bodies change during puberty, how to manage puberty when it happens, and how babies are made and born in the context of an adult sexual relationship. We always teach this with due regard for the emotional development of the children.

The Senior Management Team will always identify staff who have the appropriate skills, qualities and knowledge to teach the more sensitive and contentious aspects of SRE. Continuous professional development and training will always be provided to ensure a high level of expertise for teachers involved in delivering the SRE programme in the school.

The Child Protection & Safeguarding Governor is the link to the full Governing Board with regard to SRE provision in the school. That person has attended specific training to equip them for this responsibility.

### **Equal Opportunities**

SRE is inclusive of all students; they have an equal entitlement to good quality SRE. The programme will be delivered in line with the school's Equality Policy within an atmosphere of mutual respect. The whole school community will support an approach which ensures that no individual will be discriminated against on grounds of gender, race, disability, religion or sexual orientation.

If a pupil is absent from school (e.g. through illness, school refuser) and does not participate in the SRE programme, the school will ensure that teaching materials are made available.

Resources selected to support the programme will be free from cultural bias wherever possible and will avoid gender, race, disability or sexual orientation stereotyping. The programme will be sensitive to the needs of all pupils in the school.

The school will not discriminate against any member of the school community who is infected or affected by HIV.

### **The Sexual Offences Act 2003**

The Sexual Offences Act 2003 became law in May 2004 and outlines the law with regard to non-consensual offences including, rape, assault by penetration, sexual assault and causing a person to engage in sexual activity without consent. Specific detail is given regarding child sexual offences (under the age of 16) and rape and other offences against children under 13.

It is clear that those who act with the purpose of protecting a young person from pregnancy, STIs, protecting their physical safety or promoting their emotional well-being, will not be guilty of arranging or facilitating a child sex offence. This applies not just to health professionals but to anyone acting in the best interests of the young person, such as teachers, youth workers, Connexions PAs, social care professionals and parents. Young people

under 16, including under-13s, can continue to seek contraceptive and sexual health advice or treatment in confidence.

The aim of the Act is to protect young people from abuse or exploitation. It is not intended to prosecute mutually agreed sexual activity between young people of a similar age where there is no evidence of exploitation.

The statement below has been agreed by Home Office to explain the Act to young people

*" In England and Wales, the law on Sexual Offences has been updated. Under this law, the legal age for young people to consent to have sex is still 16, whether you are straight, gay or bisexual.*

*The aim of the law is to protect the safety and rights of young people and make it easier to prosecute people who pressure or force others into having sex they don't want. Forcing someone to have sex is a crime.*

*Although the age of consent remains at 16, it is not intended that the law should be used to prosecute mutually agreed teenage sexual activity between two young people of a similar age, unless it involves abuse or exploitation.*

*Under the Sexual Offences Act you still have the right to confidential advice on contraception, condoms, pregnancy and abortion, even if you are under 16. But remember, whatever your age, you shouldn't have sex until you feel ready."*

The Act also outlines the law relating to the abuse of children by those in a position of trust. It is an offence for a person aged 18 or over intentionally to behave in certain sexual ways in relation to a child aged under 18, where the adult is in a position of trust in respect of the child. This applies to any person over the age of 18 working with a position of trust in an educational establishment. The offence covers all children under 18, however it is principally designed to protect young people aged 16 and 17 who, even though they are over the age of consent for sexual activity, are considered to be vulnerable to sexual abuse and exploitation from particular classes of persons who hold a position of trust or authority in relation to them.

## **Specific Issues**

### **Personal Beliefs**

The personal beliefs and attitudes of teachers will not influence their teaching of SRE.

### **Language and Ground Rules in Lessons**

All staff teaching SRE will set ground rules in their classes. For example:

- no one (teacher or pupil) will have to answer a personal question;
- no one will be forced to take part in a discussion;
- the only language used will be easily understood and acceptable to everyone in the class;
- only the correct names for body parts will be used;
- meanings of words will be explained in a sensible and factual way.

Distancing techniques will also help to avoid the inappropriate disclosure of information. These may include case studies, role play and speaking in the third person.

### **Dealing with difficult questions**

We have a variety of strategies for dealing with difficult questions. For example:

- if a question is too explicit or is inappropriate, the teacher will attend to it later, on an individual basis and a decision will be taken whether or not to inform the child's parents/carers;
- if a child makes a disclosure that causes the teacher concern then they should follow child protection procedures established within the county

## Puberty

Boys and girls need to be prepared for puberty before they reach this developmental stage. At St Benedict's School we teach about puberty and the need for extra care with personal hygiene mainly in whole class groups but opportunities are provided for single gender lessons.

## Menstruation

Our programme will include preparation for menstruation. Basic information about the process of menstruation will be given to both boys and girls.

We will make appropriate and sensitive arrangements for the changing and disposal of sanitary wear for our pupils. (e.g. requests for sanitary protection are dealt with in the School Reception. There are trained First Aid staff in the school who are used to dealing with sensitive issues.)

## Safer Sex, HIV/AIDS and Sexually Transmitted Infections (STIs)

STIs are major causes of ill health which can have long-term physical and psychological health consequences.

Teaching about safer sex remains one of the Government's key strategies in reducing the incidence of HIV/AIDS and STIs. In recent years there has been a significant increase in the number of individuals diagnosed with genital infections, including chlamydia, genital warts and gonorrhoea.

Young people may become complacent. Therefore, teaching includes:

- Helping students to clarify their knowledge of HIV/AIDS and STIs;
- Teaching them assertiveness skills for negotiating relationships;
- Enabling them to become effective users of services that offer advice on prevention and treatment of STIs.

## Teaching About Gay , Lesbian and Bisexual Relationships

The diversity of sexual orientation found within society may also be reflected in the school community. Students will need to be given information regarding access to relevant support agencies. The school will seek to ensure that SRE is relevant and positive for all students, and that teaching about sexuality is undertaken by teachers who are trained and comfortable with such issues.

'Sex and Relationship Education Guidance', DfE, Ref 0116/2000 makes it clear that schools should *'make sure that the needs of all pupils are met in their programmes.'* (p12) This guidance also states that *'The Secretary of State for Education and Employment is clear that teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. There should be no direct promotion of sexual orientation.'* (p13)

It would be insensitive if gay, lesbian, bisexual and transgender issues were only addressed in limited or negative contexts or prejudice e.g. teaching about HIV/AIDS. The school will therefore seek to take account of different sexual orientations throughout SRE. For example, there may be a number of occasions where, in order to avoid the impression that programmes are based on an assumption of heterosexuality, it is appropriate to use inclusive language such as 'partner' rather than 'boyfriend/girlfriend'.

Homophobic bullying (i.e. based on perceived gay or lesbian sexuality) is totally unacceptable. The school has a specific Behaviour/Anti bullying Policy. All teachers are aware of this policy and a copy is available on request.

## Confidentiality

*'Schools must be absolutely clear about the boundaries of their legal and professional roles and responsibilities. A clear and explicit confidentiality policy should ensure good practice throughout the school which both pupils and*

*parents understand. Teachers cannot offer or guarantee absolute confidentiality.'*

*'It is only in the most exceptional circumstances that schools should be in the position of having to handle information without parental knowledge.'*

(*'Sex and Relationship Education Guidance'*, DfE, Ref 0016/2000. p.30)

#### Confidentiality in lessons.

Teachers conduct SRE lessons in a sensitive manner, and in confidence. However, if a child makes a reference to be involved (or being likely to be involved) in sexual activity, then the teacher will deal with it as a matter of child protection/safeguarding. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns. The Designated Safeguarding Lead will then deal with the matter in consultation with healthcare professionals and other relevant agencies, as set out in our Child Protection & Safeguarding Policy.

Clearly a lesson situation is also a significantly different context to a conversation with an individual. Students should be reminded of this difference. Through distancing techniques and ground rules students should understand that lessons are not an appropriate place to disclose personal information.

#### Monitoring and Evaluation

The SRE policy is monitored and evaluated through a review process involving the PSHE Co-ordinator, Senior Management Team, and the Child Protection & Safeguarding Governor.

#### Appendix 1

#### Learning Outcomes

Taken from 'Sex and Relationships', Ofsted Report, 2002

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Those statements marked with an asterisk are part of the National Curriculum Science requirements.

By the end of Key Stage 2

4	<b>Pupils will be able to:</b>	
a)	express opinions, for example, about relationships and bullying	
b)	listen to, and support others	
c)	respect other people's viewpoints and beliefs	
d)	recognise their changing emotions with friends and family and be able to express their feelings positively	
e)	identify adults they can trust and who they can ask for help	
f)	be self-confident in a wide range of new situations, such as seeking new friends	
g)	form opinions that they can articulate to a variety of audiences	
h)	recognise their own worth and identify positive things about themselves	
i)	balance the stresses of life in order to promote both their own mental health and well-being and that of others	
j)	see things from other people's viewpoints, for example their parents and their carers	
k)	discuss moral questions	
l)	listen to, support their friends and manage friendship problems	
m)	recognise and challenge stereotypes, for example in relation to gender	
n)	recognise the pressure of unwanted physical contact, and know ways of resisting them	

5	<b>Pupils will know and understand:</b>	
a)	that the life processes common to humans and other animals include growth and reproduction	
b)	about the main stages of the human life cycle*	
c)	that safe routines can stop the spread of viruses including HIV	

d)	about the physical changes that take place at puberty, why they happen and how to manage them	
e)	the many relationships in which they are all involved	
f)	where individual families and groups can find help	
g)	how the media impact on forming attitudes	
h)	about keeping themselves safe when involved with risky activities	
i)	that their actions have consequences and be able to anticipate the results of them	
j)	about different forms of bullying people and the feelings of both bullies and victims	
k)	why being different can provoke bullying and know why this is unacceptable	
l)	about, and accept, a wide range of different family arrangements, for example	
j)	second marriages, fostering, extended families and three or more generations living together	

6	<b>Pupils will have considered:</b>	
a)	the diversity of lifestyles	
b)	others' points of view, including their parents' or carers'	
c)	why being different can provoke bullying and why this is unacceptable	
d)	when it is appropriate to take a risk and when to say no and seek help	
e)	the diversity of values and customs in the school and in the community	
f)	the need for trust and love in established relationships.	

Governing Board informed: 13.03.18 ..... (date)

Signed: Jo Boughen-Hunt ..... Chair of Curriculum Committee

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