A key aim of Crosscanonby St John’s CE School is that all pupils will develop the skills and knowledge to make responsible and appropriate decisions and choices. Relating appropriately to others is a complex skill. SRE covers more than biological facts and information; it tries to help young people to take responsibility for their choices and prepare them to value and develop caring, loving, stable relationships. Developing this is not a task for the school in isolation. We seek to work in partnership with parents and guardians to ensure that the teaching of sex and relationship education reflects their expectations.

 **Crosscanonby St John’s CE School Policy for ‘Sex and Relationship Education’ has been devised with due consideration to and in line with guidance given in: -**

DFE Circular 5/94 Education Act 1993: ‘Sex Education in Schools’.

DfEE Guidance 0116/2000: ‘Sex and Relationship Education Guidance’.

Ofsted Report: ‘Sex and Relationships’ HMI 433, 2002.

Sex Education Forum: ‘Developing and Reviewing a School Sex Education Policy’, 1996.

Cumbria Education Service: Sex and Relationships Education Policy and Guidance, 2003.

**The aim of this Sex and Relationship Policy is to clarify the content and the manner in which SRE is delivered.**

**1. Sex and Relationships Policy**

The school’s Aims, Vision and Ethos underline the school’s commitment to developing the whole child in preparation for life as active, healthy, morally responsible, adult citizens and the Sex and Relationships Policy and Scheme of work form part of that commitment.

The Sex and Relationship Policy will demonstrate and encourage the following values:

* Respect for self.
* Respect for others.
* Responsibility for one’s own actions.
* Responsibility for family, friends, school and the wider community.

**Aims of Sex and Relationship Education:**

Crosscanonby St John’s CE School believes that Sex and Relationship education will be developmental and a foundation for further work in the secondary school.

We aim to ensure that pupils:

* Develop confidence in talking, listening, and thinking about feelings and relationships and therefore give opportunities to help raise pupils’ self-esteem.
* Are able to name correctly parts of the body and describe how their bodies work.
* Are able to protect themselves and ask for help and support.
* Are properly prepared for puberty.

**Equal Opportunities, Inclusion and Disability**

The information outlined in this Sex and Relationship Policy is pertinent for all pupils and the school will endeavour to ensure the fair and equal treatment of all regardless of sexuality, religion or belief, age, race, culture, gender/gender reassignment, mobility, ability and disability.

The SRE education that the children receive will be consistent, and the language and methodologies used will be adapted where necessary to accommodate pupils with emotional and/or additional needs.

**Within the bounds of the agreed Programme of Study we also aim:**

* To provide accurate information to enable pupils to make responsible and informed decisions.
* To help and support pupils through their physical, emotional and moral development.
* To help pupils to develop the skills and understanding they need to live confident, healthy and independent lives.
* To help pupils understand and accept differences and to respect both themselves and others, to prevent and remove prejudice and sexual harassment.
* To promote the spiritual, moral, social, cultural, mental and physical development of pupils at school, and to help prepare them for opportunities, responsibilities and experiences of adult life.
* To enable pupils to understand human sexuality and to respect themselves and others.
* To equip pupils with communication and decision-making skills.
* To develop positive relationship skills.

***1. The Content of the Sex and Relationship Curriculum***

‘*At the primary stage, the aim of Sex and Relationship Education should be to prepare pupils to cope with the physical and emotional challenges of growing up, and to give them an elementary understanding of human reproduction.’*

(DFE: Circular 5/94)

Developing and understanding positive relationships is a huge part of the ethos and culture of Crosscanonby St John’s CE School.

Positive relationships are explored and developed throughout the school in a variety of ways:

**Implicitly:** through the interpersonal relationships of pupil, staff, parents, governors and visitors and through the day-to-day communication between all of these parties.

**Explicitly**: through the Science curriculum and Sex and Relationship Education in Year 6

**Discretely**: through Religious Education, Circle Time and Collective Worship.

**The Science Curriculum:**

The National Curriculum for Science states that pupils should be taught:

* That the life processes common to humans and other animals include nutrition, growth and reproduction.
* To describe the changes as humans develop to old age.
* About the main stages of the human life cycle.

 Through our science curriculum programme of study pupils should:

* Begin to know about and have some understanding of the physical, emotional and social changes that take place at puberty.
* Know and understand how changes at puberty affect the body in relation to hygiene.
* Know the basic biology of human reproduction and understand some of the skills necessary for parenting.
* Know there are different patterns in friendships and relationships and be able to talk about these with important adults.
* Know that within any environment there are people with different attitudes, values and beliefs and that these may influence people’s relationships with each other and with the environment.

***Organisation and Delivery of the Sex and Relationship Curriculum***

The delivery of the SRE curriculum to pupils is done in a variety of ways, many of which have been outlined above.

The programme has been carefully planned to ensure continuity and progression of knowledge and skills across both Key Stages.

The delivery of the SRE curriculum in Year 6 is organised very carefully to create the most suitable environment for this sensitive aspect of the programme.

Pupils will be given the opportunity to express themselves and articulate their thoughts, doubts and anxieties in order that they can build the skills needed to make responsible decisions, communicate effectively and develop healthy and appropriate relationships.

**Ground Rules for SRE to establish a safe environment**

Teachers and pupils will initially set out the protocol/ground rules for SRE sessions:

* Personal information must not be disclosed to the larger group.
* No one, teacher or pupil will have to answer a personal question.
* No one will be forced to take part in discussion.
* Only the anatomically correct names of body parts will be used.
* Meanings of words will be explained in a sensible and factual way.
* Children will be reminded not to discuss the content of SRE with younger pupils in school or a t home.

Additional ground rules may be established within the group prior to SRE taking place.

**Dealing with Questions**

Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class or group setting when the group is establishing the ground rules.

If questions are too personal, the pupils must be reminded of the ground rules, agreed by the group.

If a teacher feels that a particular pupil needs further support as a result of a particular question asked, the teacher can decide to refer the pupil to another, more appropriate person such as parent, school nurse etc.

If a teacher does not know the answer to a question it is important to acknowledge this and explain to the pupil that you will find out or they should find out by asking another trusted adult, such as a parent.

If a question is too explicit, feels too old for the pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later, on an individual basis. In this way, the pupil will feel that they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information. To maintain trust and respect, the teacher must remember to talk to the pupil later.

If the teacher is concerned that a pupil is at risk of sexual abuse, they should follow the school’s child protection procedure and inform the Headteacher of their concerns.

**Specific Issues Related to Sex and Relationship Education**

**Confidentiality**

It is almost inevitable that effective SRE, which allows open discussion to take place, may lead to disclosures from pupils. It is essential, therefore, that teachers delivering SRE are completely familiar with the child protection procedures within the school.

Teachers have a legal obligation and are duty bound to report any disclosure or suspicions of unlawful, sexual activity to the designated Safeguarding Officer, in this case, the Headteacher.

Teachers should never promise confidentiality and pupils do not have the right to expect that incidents in the classroom will not be reported to their parents/guardians. This should be made clear to pupils at the setting of ground rules for SRE.

Wherever possible and where appropriate, teachers should always encourage pupils to discuss their concerns with their parent/guardians.

**Child Protection / Safeguarding Procedure**

Teachers have a legal obligation and are duty bound to report any disclosure or suspicions of unlawful, sexual activity to the designated Child Protection Officer, in this case, the Headteacher. The Headteacher will then follow the procedures set out in the school’s Child Protection Policy.

Staff are aware that should a pupil make a disclosure of FGM they must contact the police immediately.

**Religion and Faith**

If appropriate, specific needs or issues related to other faiths or religions will need to be sought prior to the delivery of the SRE programme.

**Homophobic Bullying**

Whilst LGBT relationships will not be discussed as part of SRE, name calling, ridicule, teasing or any other act of homophobic aggression towards pupils/others will be dealt with in line with the school’s Behaviour and Anti-bullying Policies. Children are made aware that there are different types of loving relationships and, in line with the school’s Christian ethos, are taught to be tolerant and accepting of all types of relationships.

**Withdrawal Procedures & Arrangements for Pupils who are Withdrawn from SRE.**

Parents have the right to withdraw their children from part or all of the SRE provided by the school, except for those parts included in the statutory National Curriculum.

If a parent wishes to withdraw their child from SRE, notification must be given to the Headteacher prior to the commencement of the SRE programme. Notification need not be in writing. The school will discuss with the parents their decision sensitively in order to try to reassure and explore the concerns of the parents, in the hope that these concerns can be resolved.

The right to withdraw will not affect spontaneous discussion or honest answering of questions that arise naturally in other curriculum areas.

Pupils that have been withdrawn will carry out special project work in the school library under the supervision of other staff members.

**Complaints procedures.**

Complaints about the Sex and Relationship curriculum should be addressed initially to the Headteacher and then to the Governing Body in line with the school complaints procedure.