



## Sex and Relationships Policy 2020-2021 St. Michael in the Hamlet Primary School

We have written our Sex and Relationship Policy in line with our new school vision (2020)



**S.M.I.T.H**

**Safe, Motivational, Inclusive, a Team and Happy**

Our vision was written with ideas that were generated from our pupils, our staff, our governors and our parents.

From our key aims you can see how we as a school community endeavour to promote an ethos for all children to strive and achieve without anxiety, concern or apprehension.

Sex and Relationships education for young people remains high on the agenda for both schools and the Government. The Social Exclusion Report on Teenage Pregnancy, the Government White Paper, Saving Lives: Our Healthier Nation, Merseyside Health 2000 report – in conjunction with local and national reports on Teenage Pregnancy – set multi-agency targets for sexual health, including the following:

- Better prevention through education about sex, relationships, contraception and self-esteem, with special attention to high-risk groups.
- Better support for young teenagers and teenage parents to ensure they finish their education, develop parenting skills and have identified a range of support networks.
- To co-ordinate links between sex and relationships education and local contraception services.

Sex and Relationships education is not just a topic for adolescence or a 'crisis' approach to unwanted pregnancies and infections. We cannot ignore the importance of developing the life-long skills needed for people to form healthy relationships.

As such it is important to see sex and relationships education firmly rooted in the framework for PSHE and the curriculum, and as an integral part of the school

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ethos. The concept of self-respect, empathy and care begin in the early years and continue throughout school life; their potency is relevant far beyond.

### Relationships and Sex Education Guidance

The National Healthy Schools Strategy has programmes that guide and accredit a Sex and Relationships education programme in schools and a major element of this is safety and health education.

*“Children will achieve most at school when their health and learning needs are met. That means achievements in their social and personal lives as well as academic results”* Healthy Schools Guidance 2002

### The National Healthy Schools Standard

The school aspires to reach the Enhanced National Healthy Schools Criteria for Sex and Relationships Education. With the criteria in mind, we endeavour to: –  
Consult with parents, governors, LA and Health professionals on all matters of the SRE policy.

Listen to the views of parents and pupils regarding sex education and thus constantly evaluate the success of the programme delivered.

Assess the needs of both teachers and pupils on a regular basis.

Use local initiatives and information to update practice.

Monitor the delivery of Sex and Relationships Education.

### Links To Other Policies

This policy is linked to, and should be read in conjunction with the policies for:

PSHE and Citizenship

Drugs Education

Child Protection

Health and Safety

Behaviour Management

Equal Opportunities

Science



# For A Whole School Sex and Relationships Education Policy

## Intent

No school can afford to be complacent or think that its young people are not at risk. Having an effective education strategy is not only important for schools but is vital for ensuring those who are most vulnerable have the knowledge and information to deal with situations as they arise.

St. Michael-in-the-Hamlet Community Primary School we aim to provide our children with the knowledge, understanding and skills that enable them to make the sort of choices that lead to a healthy lifestyle and develop to their full potential. Our Sex and Relationships Education programme teaches children about respectful relationships, care and consideration for themselves and others, personal hygiene, parts of the body, puberty and change. The programme also aims to equip them with the social skills that enable them to make informed decisions in relation to sex and relationships in society. Sex and Relationships Education will be:

- Appropriate to the age and stage of development of the individual.
- Taught with sensitivity and sympathy towards individual, personal and family circumstances in order to avoid any hurt or distress.

## Objectives

The objectives of our Sex and Relationships education programme are:

- To provide our children with knowledge and information about puberty and change, feelings, relationships, reproduction and responsibility.
- To enable our children to openly discuss questions related to sex and relationships and so provide a safe environment for young people to share their thoughts and ideas.
- To help children respect their own bodies and in so doing reduce the likelihood of abuse or teenage pregnancy.
- To encourage the children to become more self-confident so that they are able to make sensible and informed choices about their lives.
- To ensure that children are taught about sex and relationships in a consistent manner following guidelines that have been agreed by the LEA, parents, governors and staff.

## Implementation

We at St. Michael-in-the-Hamlet Community Primary School regard Sex and Relationships Education as a whole school issue, and believed that opportunities to teach about the importance of living a healthy lifestyle occur through the curriculum.

Sex and Relationships Education is delivered in a clear, concise and consistent manner in line the National and Local Guidelines.

**At Key Stage One** 5 – 7 year olds should be taught:

That animals, including humans, move, feed, grow, use their senses and reproduce.

- To recognise and compare the main external parts of the bodies of humans.

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- That humans and animals can produce offspring and these grow into adults.
- To recognise similarities and difference between themselves and others and to treat others with sensitivity.

At Key Stage Two (7 – 11 year olds) should be taught :

- That the life processes common to humans and other animals include nutrition, growth and reproduction.
- About the main stages of the human cycle.

The above elements represent the statutory minimum that schools must deliver to all children and young people. The Liverpool Healthy Schools Guidance endorses the PSHE Framework.

### Early Years

The schools' Sex and Relationships Education programme runs from Early Years, initially covering, parts of the body and who is allowed to touch their body. They are taught to respect themselves and others.

### Additional Needs

The school is aware that due consideration should be given to the educational entitlement of all the children in its care and that they are taught appropriately.

#### Computing Links

The appropriate use of Computing resources is used to augment and enhance the children's Sex and Relationships Education.

### The Role of the Headteacher

It is the responsibility of the Headteacher that all staff and parents are informed about this policy and that it is implemented effectively. It is also the Headteacher's role to ensure that all staff have appropriate support and training so that they can teach effectively with sensitivity and understanding. The Headteacher will liaise with external agencies and the LEA regarding the schools' sex and relationships education programme and thus ensure that all adults who work with children on these issues are aware of the school policy and work within its framework. The Headteacher will monitor the policy on a regular basis and report to the Governors on request.

### The Role of the Governors

The governing body has the responsibility of setting down these general guidelines on sex and relationships education, and will support the Headteacher in implementing them. Governors will inform and consult with parents about the sex and relationships education policy. Governors will also liaise and consult with the LEA and Health organisations so that the school's policy is in line with National and Local guidelines.

### Role of the Parents

We wish to build a positive partnership with the parents of our children and this can only be achieved through mutual trust and co-operation. We aim to:

- Inform parents about the schools' sex and relationships education policy, programme and practice.

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- Invite parents to view the materials and resources used to teach sex and relationships education.
- Answer parental questions about sex and relationships education and were necessary signpost a parent to the relevant support agencies.
- Encourage parents to be involved in reviewing the school policy and implementing modifications.
- Inform parents about best practice with regard to current sex and relationships education so that they may support the key messages being given to the children in the school.
- Inform parents of their right to withdraw pupils from any area of Sex and Relationships Education that is not taught under the Science curriculum.

### The Role of the Co-ordinator

The Co-ordinator will regularly attend LA meetings and courses. They will keep the Headteacher Governors and staff informed on up to date trends and current good practice.

### Impact

Teachers will make assessments on progress in knowledge, understanding and skills. These assessments will inform the teachers planning and future delivery. At set intervals these assessments may be incorporated into a report to parents, and will be communicated to the next class teacher in order to ensure continuity and progression.

### Monitoring

Specific monitoring should take place in Science whilst monitoring in PSHE should be both formal and informal, and may be the scrutinising of planning, classroom observation, peer teaching, sampling of work and discussions with the children. The teacher responsible will have a written record of their planning for the delivery and implementation of the sex and relationships education programme and will evaluate the programme and its delivery after implementation.

### Child Protection

If any disclosure occurs during a health-based lesson and concerns are raised, teachers will follow the school's procedure for Child Protection. Teachers have a duty of care and so any incident or potential incident (e.g. involving abuse) must be treated as a Child Protection issue.

### Confidentiality

Children have rights under the Children's Act 1989 and can thus expect incidents of issues of a sexual nature to be treated sensitively. However, no one can give guarantees of confidentiality where the safety and welfare of a child is at risk.

### Responses

If any matter or incident that causes concern is disclosed, it will be dealt with in accordance with the school's Child Protection Policy. The young person will be given appropriate education and support.

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## Managing Specific Situations

Throughout the school there may be occasional incidents that require sensitive handling. These will be dealt with

- Initially by the class teacher.
- A member of the SMT and/or the class teacher will then discuss behaviour with the pupil.
- Senior management will be informed and input if necessary.
- Parents will be informed of the incident and the action taken.

Reviewed: Autumn 2020

Next Review: Autumn 2021

