

Guilden Sutton Church of England Primary School



'Love and Justice for All'

'And what does the Lord require of you? To act justly and to love mercy and to walk humbly with your God.' Micah 6:8.

through the teachings of Jesus all can flourish spiritually, emotionally and academically throughout life, living out love and justice for all.

Sex and Relationships Education Policy

Staff member responsible	Mrs. T Rainford
Governor/Other	Mrs. J Hawkins
Date of Policy	May 2025
Reviewed	Annually

School Mission Statement

Guilden Sutton Church of England Primary School strives to provide the best possible education for our children. We aim for excellence within a happy, secure environment where each individual's achievements are valued and celebrated. All this is encompassed by Christian values and attitudes.

By using a holistic approach we will provide a broad, balanced and inclusive curriculum that offers an exciting, diverse and challenging environment to inspire and motivate the children in our care. We will aim to ensure that each child has the opportunity to develop to their full potential intellectually, emotionally and physically. Ensuring they receive the factual information about the changes they will experience emotionally and physically during puberty.

Aims

The Sex and Relationship education within the school aims to provide opportunities for pupils to develop the skills, knowledge and understanding they need to lead confident, healthy, independent lives, without prejudice and become informed and active citizens. The work aims to be delivered in an accepting and honest way which enables young people whatever their gender to engage and contribute to receive the sex and relationship education they deserve.

Objectives

- To develop pupils' confidence and self-esteem.
- To develop pupils' knowledge about healthier lifestyles in order that they are able to make informed decisions based on that knowledge, and understand the potential outcomes and consequences of their decisions.
- To provide opportunities for young people to develop an understanding of, and respect for, difference.
- To enable young people to develop the skills necessary to protect themselves and ensure their own safety.

Moral Values and Framework

The sex and relationship education programme will reflect the school ethos and demonstrate and encourage the following values:

- Respect for self and others.
- Respect for difference.
- Responsibility for their own actions.
- Responsibility for their family, friends and wider community.
- The rights of the individual.
- Equality.

Delivery

The school will ensure that keeping children safe and preventative education remain at the heart of PHSE subject.

The Sex and Relationship Education programme will be delivered through cross curricular links with our Science, PSHE and Citizenship programmes, as well as a Health Week held in the Autumn term. The class teacher will be responsible for the delivery of the programme that has been developed by Coram Life Education-SCARF which has specific content including clear progression of 'knowledge and skill' for each year group and can be found on the school website under the 'Curriculum' tab or on each class page. The content may be enhanced using visiting speakers. Parents will be informed through newsletters and curriculum evenings.

Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development. The school will ensure that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND. Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.

Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

Pupils will be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate, inclusive and respectful way. We will endeavour to support all pupils to feel that the content is relevant to them and their developing sexuality.

We will ensure that LGBTQ+ content is fully integrated into the relationships and health curriculum, rather than delivered as a standalone unit or lesson. The school will ensure it is communicated to parents and stakeholders that LGBTQ+ relationships and content are not inherently sexual in nature, and parents do not have the right to withdraw their children specifically from lessons regarding LGBTQ+ issues.

Classes may be taught in smaller groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is appropriate to deal with these issues with heightened sensitivity.

Any resources or materials used to support learning will be formally assessed by the RSHE subject leader before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to

their needs. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's Online Safety Policy.

Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly. Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work. Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and in a manner appropriate to the pupil's age.

In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

Teachers will ensure pupils are aware of the expectation of them to participate sensitively and respectfully in class discussions of sensitive issues.

Teachers will stop full class discussions where pupils begin to reveal personal, private information related to sensitive issues. If teachers feel concerned about anything shared by a pupil, they will follow the appropriate response as laid out in the Child Protection and Safeguarding Policy.

The programme will be designed to incorporate all pupils, and activities will be planned to ensure all are actively involved. Agreed vocabulary will be used during lessons to ensure a consistent approach.

Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances, ensuring the needs of all pupils are taken into consideration when delivering the curriculum.

Methodology

The work in this area of the curriculum should be delivered within the aims and objectives stated above and delivered through inter-active methods e.g. group work, role-play and discussions.

Classroom arrangements

The work will be delivered in mixed sex groups, however some single sex group sessions may be held when introducing puberty.

Young people will be consulted before the programme begins in order to ascertain their needs and they will be involved in reflecting on each lesson and the overall programme.

Working with Parents

Parents will be given the opportunity to review resources, ensuring that they are aware of aspects of the curriculum, including when it is going to be delivered and its content before the programme is launched.

The school will use the views of parents to inform decisions made about the curriculum content and delivery: however, parents will not be granted a Veto on curriculum content, and all final decision will be made by school

The school is committed to working with parents as part of its work towards being a healthy school. Parents can, under section 405 of the Education Act 1996, withdraw their child from sex and relationship education lessons:

*“If any parent of any pupil... requests that they may be wholly or partly excused from receiving sex education at the school, the pupil shall, **except**, in so far as the education is comprised in the National Curriculum, be so excused accordingly until the request is withdrawn.”*

Parents wishing to exercise this right are invited to see Mrs. Rainford and/or Mrs. Cawley, Mr May who will explore their concerns and discuss any impact that such an action may have on their child, including the possible negative experiences or feelings that may result.

Sex and Relationship Education materials will be made available to parents who wish to supplement the school programme. This policy will be shared with parents to ensure further cementing open communication and opinions/views sort.

Parents can seek additional support from the school where they feel it is needed.

Child Protection

The school has a Child Protection Policy, which is available on request.

Confidentiality and disclosure.

It is the responsibility of the school to support young people but no individual should guarantee a child absolute confidentiality. However, in the event of any disclosure all staff will follow school Child Protection Policy.

Young people should be made aware that ‘confidences’ might be shared among the staff of the school if that is seen to be beneficial for the young person’s well-being and/or the teacher’s ability to deal with the issue. Young people should be made aware that under the **Children Act 1989** adults *“may do what is reasonable in all the circumstances of the case for the purpose of safeguarding or promoting the child’s welfare.”*

Answering Difficult Questions

Teacher should establish with the young people, a set of ground rules so that young people are aware of the parameters. For example:

- If a question is too personal, remind the young person about the ground rules.
- If a question is too explicit, acknowledge it and meet with the young person later. (It is important to remember to never meet with a young person on own whilst also respecting the request of confidentiality of the young person.)
- If the answer to a question is not known- say so. The class and teacher can research the information together.
- Any concern about sexual abuse should be followed up under the child protection procedures.

Staff guidance.....

‘Answering Difficult Questions’, ie; if a question is too personal, remind children of ground rules. Use anonymous question box and inform pupils the questions will be filtered.

If children need additional support the staff can refer to School Health Advisor or help from another outside agency. If a question is too explicit, acknowledge it and offer to discuss it with young person outside of the lesson, however there are questions that staff will not answer and children will be guided to their parent/ carers. Any question of sexual abuse should be followed up using Child Protection procedures.

Procedures for Policy Monitoring and Evaluation

The overall responsibility for the policy monitoring and evaluation remains with the Governing Body.

Other policies linked to Sex and Relationship Education policy are:

- Equality & Diversity Policy
- Teaching & Learning Policy
- Anti-Bullying Policy
- Mental Health & Wellbeing Policy
- Online Safety Policy