

Trent CE Primary School Governing Body

## Sex and Relationships Education Policy

# Inspired by Christ



### *Kindness Thankfulness Perseverance*

“A new command I give you: love one another. As I have loved you, so you must love one another” Inspired by Jesus’ example, the Trent school community aims to serve one another in love.

We show **kindness** to others because God has shown us great kindness.

We live **thankful** lives, because every good thing comes from God.

We **persevere**, not giving up, because God is our helper.

Approved by committee/GB	Curriculum, Safeguarding and Welfare
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## **Preamble -Relationships and Sex Education Policy at Trent C of E Primary School**

Our Relationships and Sex Education Policy, and the way this delicate subject is taught at Trent, reflects three key truths:

- **Every child has immense worth and value:** The Bible is clear that every human life is valuable because each one of us have been made in the image of God - reflecting characteristics of God our creator. This great worth comes not from who we are, or what we can do - it comes from the great worth of our creator.
- **The creator loves his creation:** Our conviction is that the Creator God knows what is best for his creation. As he speaks to us through the Bible, he gives us the pathway to human flourishing. Jesus said, "I have come that they might have life, and life in all its fullness" (John 10v10). Therefore, at Trent we want to clearly articulate a Christian understanding of relationships and sex reflecting the Bible's teaching.
- **We are a diverse school community:** Whilst Trent is a Church of England School, not everyone in the school community would describe themselves as a Christian nor would agree with the Bible's teaching on sex and relationships. As with every area of Trent life, we seek to present a Christian understanding of the world without seeking to enforce this understanding. We want each child to understand what Christians believe but also the different patterns of family life they will encounter in life.

Our hope is that this will allow each child to think through the questions this area raises for themselves, in an age appropriate way, and to treat everyone with the dignity and respect our shared humanity deserves.

If at any point you have questions or concerns about this area, please feel free to come and discuss it either with me, or one of my colleagues at Christ Church, or with a member of the school's Senior Leadership Team.

God bless,



Rev Jon Tuckwell- Vicar, Christ Church Cockfosters

## Statement of intent

At Trent CE Primary School, we understand our responsibility to deliver a high quality, age-appropriate and evidence-based Sex and Relationships (SRE) curriculum for our pupils. This policy sets out the framework for our SRE programme, providing clarity on how it is informed, organised and delivered. Relationships education is compulsory in primary schools from September 2020 and the content of that curriculum is detailed within our separate RHE policy. Sex Education is not statutory, however the Sex and Relationships Education (SRE) Guidance to Schools, 2000 states:

*“Schools must teach the statutory requirements of SRE within the National Curriculum Science Order for all phases. This includes the biological aspects of naming body parts, puberty [and] reproduction.”*

### 1. Understanding SRE

The Sex and Relationships Education (SRE) Guidance to Schools, 2000 states:

*“SRE is learning about our bodies, our health and our relationships. It should be taught gradually based on factually accurate information (section 2.1).”*

*“SRE should be set in the context of clear values, including the value of family life, marriage and of loving and stable relationships in bringing up children.”*

*“It should teach children and young people to develop values, attitudes, personal and social skills, and increase their knowledge and understanding to make informed decisions and life choices (section 2.2).”*

SRE is taught at Trent CE Primary School. It is placed in the context of a child's growing awareness of their place in the community, their responsibilities for the nurturing relationships and in their understanding of the Christian Faith. We follow the key curriculum aspects for sex education within the London Diocesan Board for Schools (LDBS) Educational Framework for the delivery of relationships and sex education. We have developed our own teaching materials combining resources that complement our curriculum, our vision and school ethos.

### 2. Why SRE is important

*“Every parent and every school wants to see children grow up safely and be able as an adult to enjoy the positive benefits of loving, rewarding and responsible relationships, to be informed, comfortable with the changes during puberty and emotionally supported.”*

*“Parents play a vital role in providing the building blocks for healthy and fulfilling social and personal relationships while protecting their children and young people from harm. They should lead on instilling values, but schools have a clear role in giving young people accurate information and helping them to develop the skills they need to make safe and responsible choices.”*

***“Section 405 of the Education Act 1996 provides the right of parental withdrawal from all or part of SRE provided at school except for those parts included in the National Curriculum.”***

### **3. Legal framework**

This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Sex and Relationships Education (SRE) Guidance to Schools 2000
- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'

1.1. This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Inclusion Policy
- Equal Opportunities Policy
- Anti-Bullying Policy
- Online Safety Policy
- Visitor Policy
- RHE Policy

### **4. Roles and responsibilities**

- The governing body is responsible for:
  - Ensuring the curriculum is well led, effectively managed and well planned.
  - Evaluating the quality of provision through regular and effective self-evaluation.
  - Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
  - Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
  - Ensuring the religious ethos of the school is maintained and developed through the subjects.

### **The Headteacher is responsible for:**

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on a two yearly basis.

### **The RHE and Wellbeing subject leader is responsible for:**

- Overseeing the delivery of the subject.
- Ensuring the subject is age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subject.
- Ensuring the relationships and sex programme is inclusive and accessible for pupils
- Monitoring and evaluating the effectiveness of the subject and providing reports to the Headteacher.
- Liaising with and inviting church clergy to deliver a question and answer style session at the end of the unit to allow the children an opportunity to explore the difference the Christian faith brings to this topic.

### **The appropriate teachers are responsible for:**

- Delivering a short series of lessons using the following materials: **'Growing up, Growing Wise' (2016) and Goodness and Mercy**
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships and sex education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subject.
- Liaising with the SENCo to identify and respond to individual needs of pupils with SEND.
- Working with the RHE and Wellbeing subject leader to evaluate the quality of provision.

### **The SENCo is responsible for:**

- Advising teaching staff how best to identify and support pupils' individual needs.

## 5. Organisation of the curriculum

- The curriculum follows DfE guidance which states that the underlying principles guiding the way SRE is presented to children must be:
  - factually accurate
  - evidence based
  - age appropriate
  - sensitive to faith and cultural perspectives
  - promote equality, inclusion and acceptance of diversity
  - promote strong and stable relationships
  - provide children and young people with a clear sense of rights and responsibilities
- The curriculum follows LDBS guidance which states that the children should be taught sex education within a framework which reflects the Church ethos of the school and models and encourages the following values:
  - A respect for self and a respect for others
  - Non exploitation in sexual relationships
  - Commitment, trust and bonding within sexual relationships
  - Mutuality in sexual relationships
  - Honesty with self and others
  - Development of critical self-awareness for themselves and others
  - Compassion, forgiveness, mercy and care when people do not conform to their way of life
  - An acknowledgement and understanding of diversity regarding religion, culture and sexual orientations
  - Self-discipline
- At Trent, SRE will be taught as follows:
  - **Year 6** Summer Term: Recap of puberty, introduction into sex and how babies are made. An additional lesson with the church that helps to explore these themes with a Christian world view. Some of this will be taught in single sex groups.
  - **Year 5** Summer Term: introduction into puberty and what to expect. Some of this will be taught in single sex groups.
- Learning is conducted in a safe environment, using ground rules and distancing techniques so that pupils are not put on the spot or expected to discuss their own personal issues in class.
- Pupils will have opportunities to ask genuine questions in a sensible manner with due regard to the school's Christian values of fidelity and love. A compassionate, non-judgemental approach will be adopted.
- SRE lessons are taught in single sex groups.

- Links will be made to the other curriculum areas where relevant:
  - **Science - Key Stage 1 (age 5-7 years)**
    - Identify, name, draw & label the basic parts of the human body and say which part of the body is associated with each sense
    - Notice that animals, including humans, have offspring which grow into adults
  - **Science - Key Stage 2 (age 7-11 years)**
    - Describe the life process of reproduction in some plants and animals
    - Describe the changes as humans develop to old age
    - Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
  - **The Health Education Partnership (HEP) PSHE and Wellbeing Framework** which is widely adopted in the London Borough of Barnet and meets all the requirements of the DfE Guidance on statutory Relationships and Health Education (2019) will be used as a guide for statutory Relationships and Health Education. Sex Education is NOT taught separately as part of this framework.
  - By the end of primary school, pupils will know:
    - Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
    - About menstrual wellbeing and key facts relating to the menstrual cycle.

## 6. Consultation with parents

- The school understands the important role parents play in enhancing their children's understanding of SRE. Similarly, we also understand how important parents' views are in shaping the curriculum.
- We will work in active partnership with parents and carers, value their views and keep them informed about SRE provision.
- Parents have the opportunity to attend a meeting to view and discuss the resource materials in advance of them being used in class. Following this meeting and a discussion with the headteacher, occasionally some parents may wish to withdraw their child/children.
- Parents have the right to withdraw their children from SRE **taught outside of the national curriculum**, but in doing so they have a responsibility to provide alternative SRE. The school may provide some resources to support this.



Parents **cannot** withdraw their child/children from the statutory Relationships or Health Education.

- The school ensures 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.
- Classes will be taught in gender-segregated groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.
- 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.
- 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 pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriate to the pupil's age.
- The programme will be designed to focus on boys as much as girls, and activities will be planned to ensure both are actively involved.
- Teachers will focus heavily on the importance of marriage and healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.
- At all points of delivery of this programme, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.

## **7. Equality and accessibility**

- The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:
  - Age
  - Sex or sexual orientation
  - Race
  - Disability
  - Religion or belief
  - Gender reassignment
- The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.
- The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about SRE, and the programme will be designed to be inclusive of all pupils.

- In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust Behaviour Policy, as well as a Child Protection and Safeguarding Policy, which set out expectations of pupils.

## **8. Behaviour**

- The school has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another.
- Any bullying incidents caused as a result of the SRE such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school.
- These incidents will be dealt with following the processes in our Behaviour Policy and Anti-Bullying Policy.

## **9. Confidentiality**

- Confidentiality within the classroom is an important component of SRE and teachers are expected to respect the confidentiality of their pupils as far as is possible.
- Teachers will however, alert the Headteacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.
- Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure.
- Any reports made during lessons, or as a result of the content taught through the SRE curriculum, will be reported to the DSL and handled in accordance with the Child Protection and Safeguarding Policy.

## **10. Monitoring quality**

- The RHE and Wellbeing subject leader is responsible for monitoring the quality of teaching and learning for the subject. The subject leader will work regularly and consistently with the Headteacher and SRE link governor to evaluate the effectiveness of the subject and implement any changes if needed.

## **11. Monitoring and review**

- The RHE and Wellbeing subject leader will review this policy on a biennial basis.
- This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.
- The governing body is responsible for approving this policy.
- Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.