



# Relationships and Sex Education Policy



## The Diocese of Chelmsford Vine Schools Trust

St Margaret's C of E Academy, London Road, Bowers Gifford, Basildon, SS132DU  
The Diocese of Chelmsford Vine Schools Trust is a company limited by guarantee.  
Registered in England No 8709542. Registered Office 53, New Street Chelmsford CM1 1AT

*'God's word is a lamp to guide my feet and a light for our path.'* Inspired by Psalms  
119.105

# Relationships and Sex Education Policy 2019

At St Margaret's C of E Academy we celebrate the uniqueness of every child of God in a Christian Community and encourage them to flourish and shine in all they do, preparing them for life's journey. Our school has a distinctive Christian ethos which is at the heart of the school and provides an inclusive, caring and supportive environment shaped by our core Christian values of Love, Friendship, Perseverance, Respect, Courage and Wisdom.

## Aims and Objectives

This policy is a working document, which provides guidance and information on all aspects of RSE in the school for staff, parents/carers and governors.

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils, if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

## Equal Opportunities Statement

The school is committed to the provision of RSE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where children with Special Educational Needs are given extra support.

## Content

### Key Stage 1

- Pupils learn to recognise similarities and differences between themselves and others.
- Identify and share their feelings with each other.
- Recognise safe and unsafe situations and can identify and be able to talk to someone they trust.

### Key Stage 2

- Pupils learn to express their opinions about relationships and bullying and to listen to and support others, including respecting other people's viewpoints and beliefs. They learn to recognise their own worth and identify positive things about themselves and try to balance the stresses in life in order to promote their own mental health and well-being of others.

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- Life processes are discussed including the physical changes that take place at puberty, why they happen and how to manage them.

## **Organisation**

SRE should not be delivered only in isolation but firmly embedded in all curriculum areas, including Personal, Social Health Education (PSHE) and Citizenship

SRE is normally delivered by the class teacher, with support from SENco as appropriate. It is normally taught in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.

Resources to be used are: Health For Life, Real Health For Real Life and BBC materials.

SRE may be delivered through class teaching, video clips and circle time activities with an emphasis on being safe; confidentiality and trust, raising self esteem.

## **Assessment and Evaluation**

Elements of the sex education in the science curriculum are assessed formally.

Assessment and evaluation of the SRE programme outside the science order is conducted using a variety of informal activities which have been built into the programme. These could include peer assessment and self assessment. Teachers delivering SRE should constantly evaluate their lessons to inform future planning.

## **Specific Issues within SRE**

### **Withdrawal**

Parents/Carers have the right to withdraw their children from all or part of the Sex and Relationships Education provided at school except for those parts included in statutory National Curriculum Science.

Those parents/carers wishing to exercise this right are invited in to see the Head of School and/or SENco who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed.

## **Confidentiality and Child Protection Issues**

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named child protection coordinator who takes action as laid down in the Child Protection Policy. Members of staff are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues.

The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

## **Answering Difficult Questions**

Members of staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Coordinator if they are concerned.

## **Dissemination**

All staff members and governors receive a copy of the SRE policy. Training is regularly delivered to staff on the policy content. Copies of the SRE policy are available from the school office on request from parents.

The HoS/SENco facilitates the gathering of policy feedback from parents, staff and pupils.

We would like our SRE to...

- teach self esteem, develop self worth
- help children to understand and make informed choices
- encourage good friendships
- teach self respect

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- keep parents informed
- teach children to say "no"
- ensure age appropriate progression
- consider morals and values
- respect individuality
- ensure sympathetic approach, considering the needs of individuals
- teach family values
- provide CPD for teachers
- respect and embrace diversity
- develop confidence

Date of Policy: Jan 2019

Member(s) of staff with responsibility for SRE: ExHT, HoS, SENco

Review Date: Jan 2020

This policy was formulated in consultation with pupils, staff, parents and governors.