



# FEDERATION RELATIONSHIPS AND SEX EDUCATION POLICY

First Written:	July 2016
Reviewed:	March 2019
Next review:	Termly to ensure it is up to date with new guidance

**“Do unto others, as you would have them do unto you.”  
Luke 6:31**

In the Koinonia Federation we strive for excellence and high standards through:



A Koinonia student will go out into the world happy, courageous, resilient, motivated with a lifelong love of learning, fully equipped to make a positive contribution to society.

*Romans 12:10 Love one another warmly as Christians, and be eager to show respect for one another.*

Koinonia Federation of Church of England schools are situated in the London Royal Borough of Greenwich

A member of the leadership team will disseminate SRE policy and information to governors and staff. SRE information will be available to parents on request.

The staff member responsible for PSHE role is:

To co-ordinate the SRE programme

To support staff in their delivery and planning

To organise INSET and resources

To co-ordinate the monitoring and evaluation of the programme

To liaise with external agencies

## **Context**

This policy is written with reference to the following Government initiatives and Guidance:

- Sex and Relationship Education Guidance, DfE (2000),
- Personal, Social, Health and Economic (PSHE) Education Guidance (2013)
- Sex and Relationships, Ofsted(2002), (updated2006)
- Faith, Values and Sex & Relationships Education, Blake and Katrak (2002)
- Southwark Diocese Board of Education, Sex and Relationship Policy Statement (appendix 1)
- Sex and relationships education (SRE) for the 21<sup>st</sup> Century: PSHE Association (2014)
- Valuing All God's Children: Second Edition, Church of England (2017)

It also reflects the Federation's commitment to social inclusion, equal opportunities and the former Healthy Schools Standard.

The Federation recognises that we live in a multicultural, multi-faith and diverse society and acknowledges that the pupils, and their family relationships, reflect this. This policy is supported by the Federation's policies for equal opportunities, child protection, behaviour, social inclusion, PSHE and special educational needs. SRE is delivered within the Christian ethos of our schools promoting the values of marriage.

## **Aims of the policy**

The aims of the policy are:

1. To provide a coherent framework for the SRE curriculum in both the primary and secondary phases of the Federation and to the Federation's response to sex related pastoral care.
2. To stress the importance of SRE at the heart of PSHE:

- To raise children's self esteem and confidence, especially in their relationship with others
- To develop children's skills in language, decision making and assertiveness

- To help children gain access to information and services
- To enable children to participate in society and to value themselves and others as individuals
- To work within a Moral and Values Framework as outlined by the SDBE (Appendix 1)
- To work with parents and carers
- To work with boys and girls in single sex groups for some aspects of the curriculum
- To work with outside visits to support the curriculum.

### **Working with Parents/Carers**

Under the Children's Act 2004 and the Education Act 2005, parents have a right to withdraw their children from SRE lessons, which fall outside those aspects covered in the current National Curriculum.

Parents are informed of aspects of the SRE curriculum through letters. They can ask to view the programme notes of any video/interactive whiteboard materials used and are welcome to discuss their child's SRE programme with the class teacher or PSHE Leader. At the Koinonia Federation we believe that the most effective SRE happens when there is a partnership between the parents and the school.

### **Use of Visitors**

Whenever we use outside agencies, we ensure that they are aware of the Federation's approach to SRE. We collaboratively decide upon the preparation, follow-up, monitoring and evaluation of their input. Teachers are always present with the class to maintain their class management responsibilities.

### **Managing Sex-Related Pastoral Issues**

Potential issues are:

- Disclosure of sexual abuse – The Federation has a clear child protection policy. Any disclosure of sexual abuse will be referred to the designated person. The Federation's designated child protection officers are the Federation Co-Headteachers Claire Harrison and Victoria Wainwright. Each school campus also has its own designated child protection officers:

<b>St Mary Magdalene – Woolwich Campus</b>	<b>St Mary Magdalene – Peninsula Primary</b>	<b>St Mary Magdalene – Peninsula Secondary</b>	<b>Christchurch</b>
Amanda Wilson Tainia Thomas Morayo Amao	Dayo Ajayi Sonya Williams Kyla Butterworth	Razwan Hussain Zoe Pett Anita Hinds Tom Greenwood	Samantha Reid Brenda Lamont Melissa Graham

- Provision for girl's periods– girls are given the use of the appropriate staff toilets (at the primary phase). Sanitary bins are provided for at the secondary phase.

- Sanitary towels and appropriate spare clothing will be made available at all campuses in order to address any needs that may arise in order to preserve and protect the wellbeing and dignity of all students within the Koinonia Federation.
- Inappropriate sexual behaviour – any incidents are dealt with sensitively and in line with the school's behaviour policy alongside the safeguarding policy where incidents will be logged on CPOMS and be addressed by a member of the safeguarding team.
- Advice on dealing with the above and other sex related pastoral incidents can be found in the Health Wise 'SRE Pack', Section 5.

## **Confidentiality**

We are clear about the boundaries of our legal and professional roles and responsibilities. Teachers and learning support staff cannot offer or guarantee absolute confidentiality.

However, health professionals are bound by their professional code of conduct to maintain confidentiality in one-to-one situations. They can give advice or information to a pupil on a health-related matter including contraception. When working in the classroom, they are bound by relevant school policies. The Federation will follow statutory child protection procedures if disclosures from children arise.

## **Monitoring and Evaluation**

Refer to Standard 5 of the 'Standards for SRE' (Greenwich, 2003)

## **Spiritual and Moral Values Framework for SRE**

Koinonia Federation upholds the National Curriculum Statement, 1999:

*'Education at home and at school is a route to the spiritual, moral, social, physical, cultural and mental development of the well being of the individual. Education is also a route to equality of opportunity for all, a healthy and just democracy, a productive economy and sustainable development. Education should reflect the enduring values that contribute to these ends. These include valuing ourselves, our families and other relationships, wider groups to which we belong, the diversity in our society and the environment in which we live. Education should also reaffirm our commitment to the virtues of truth, honesty, trust and a sense of duty.'*

Koinonia Federation will endeavour to work collaboratively with parents, and the local community, including faith and voluntary groups, local agencies and businesses. We will encourage children to take responsibility for their own actions as well as family, friends, their school and the wider community.

## **The SRE Curriculum**

SRE is an integral part of the PSHE Curriculum. The Federation believes that each child is entitled to clear, informed and effective SRE, based on their individual needs. The aim of SRE at school is to help children to develop the life skills they will need to become effective, healthy and responsible adults.

The Federation is committed to an active learning approach. The curriculum aims to:

- Develop children's confidence and communication skills when talking about feelings and relationships
- Help and support children through their physical, emotional and moral development
- Provide accurate information about an increase understanding of sex-related issues
- Support the exploration of their own, others' and different sections of societies attitudes and values in order to help children to reach their own, informed opinions
- Create a safe and secure environment, in which sex and relationships can be discussed positively, so that children can make informed decisions, ask for help or advice etc.
- Deliver statutory requirements of the National Curriculum, within the school's PSHE framework.
- To follow the guidelines of the Valuing All God's Children Document (2017) and teach to its statement:  
*"Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value."*

## **Resources and Methodology**

SRE is delivered as a spiral curriculum in all year groups. Throughout the Foundation Stage, SRE is taken from the Early Years Curriculum. At Key Stage 1 2, 3 & 4 the curriculum follows the National Curriculum. The school also follows the recommendations of the National Curriculum Council document 'Guidance 5 – Health Education' (1990), The DfE document 'Sex and Relationship Education Guidance' (2000), the former National Healthy Schools Standards, and the Home Office's 'A call to end violence against women and girls' (2014) At Key stage 3, SRE will be taught within science lessons and in family time on a regular basis.

Students are involved in their learning, so that SRE content is relevant and appropriate to their needs. Many different teaching approaches are used and include:

- A variety of teaching strategies
- Group work and individual work
- Roleplay and theatre in education
- Games
- Circle time
- Single gender groups
- Use of media
- Art and music
- English texts
- Draw and write
- Using related websites
- Using outside agencies as well as the school nurse

The Federation also makes use of both the Channel 4 Sex Education DVDs 'Living and Growing' and 'Sex and Relationship Education'. Lesson planning will take into account differentiation according to the needs of our pupils.

## **Assessment**

Topics are assessed through a range of activities such as questionnaires, group discussion, individual written tasks, and end of topic presentations.

## Specific Issues

Some of the curriculum will contain areas that are sensitive in nature and lessons will be differentiated to accommodate the children's levels of cognitive development, e.g.

- Puberty
- Menstruation
- Sexual health (including contraception, STI's, HIV and aids, personal safety, establishing and understanding. Using correct terminology and then signposting to local services and advice, such as Childline and Kidscape)
- Sexual identity and sexual orientation – young people whatever their developing sexuality, need to feel that sex and relationships education is relevant to them and sensitive to their needs. *“Schools should ensure that appropriate pastoral support and information are available to all pupils, including LGBT young people, and that all pupils know how to access this support” (Valuing all God's Children; 2017)*
- Single gender groups – there will be occasions when it will be helpful to work in single gender groups for some aspects of SRE. It may not be culturally acceptable to talk about sex and relationships in mixed gender groups (DfE 2000). This can reassure parents', carers' and others' concerns and help ensure that children and young people receive entitlement to SRE
- Consent and safeguarding
- What is sexual harassment and sexual assault
- Bullying
- Sexting
- The internet and social media
- Incidents of Peer on Peer Abuse

## Equal Opportunities

In all aspects of school life, we are committed to working towards equality of opportunity. All resources and methods will be checked against the following criteria:

- Is it consistent with the Federations ethos, mission statement, equal opportunities statements and the values framework for SRE? (Appendix 1)
- Is it appropriate to the needs of young people in terms of language, images, attitude, maturity and understanding of the knowledge required?
- Does it avoid racism, sexism, gender and homophobic stereotyping?
- Does it exclude any young people on the basis of home circumstance, gender, race, literacy, culture, disability, faith and religion?
- Does it include positive images of a range of young people?
- Can it be used as trigger material for discussions of difference or exclusiveness?
- Can the resource be adapted for use with all of the students?
- Is it factually correct and up to date?
- Will it contribute to a broad and balanced PSHE Citizenship, Science and RS curriculum?
- Does it encourage active and participatory learning methods?

- Are we recognising and supporting individuals and families that comprise of different sexual orientations in a compassionate and inclusive matter?

## Appendix 1:



# Southwark Diocesan Board of Education

## SEX AND RELATIONSHIP EDUCATION

The Southwark Diocesan Board of Education policy statement on sex and relationship education is rooted in Christian values and reflects the diverse and inclusive nature of our Diocese. Effective sex and relationship education is essential if young people are to make responsible, confident and well-informed decisions about their lives. It should not be delivered in isolation. It should be firmly rooted within the framework for Personal, Social and Health Education (PSHE) and the National Curriculum. It should be taught within a moral, family-oriented and Christian context.

As part of sex and relationship education, pupils should be taught about the nature and importance of marriage for family life and bringing up children, and the significance of stable relationships as key building blocks of community and society. Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances.

Sex and relationship education is lifelong learning about physical, moral, spiritual and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.

Parents are the key people in teaching their children about sex, relationships and growing up. Schools should always work in partnership with parents, consulting them regularly on the content and approach of this curriculum. Others in the wider community, such as, health professionals, social workers, youth workers etc, will also have a valuable part to play.

(This policy statement takes into account statutory and non-statutory guidance by the DfE and the National Society).

Approved November 2012 (Schools Committee)

Revised January 2016 (Director)

Review date Spring 2019



**Please note:** The Executive Co-Headteachers are part of the working party that have reviewed this statement with other members of the Southwark Diocese Headteachers Association and understand that it is currently being updated by the SDBE. The most current version will be attached to this policy and we feel that our new policy will be aligned with the statement.