



RELATIONSHIPS AND SEX EDUCATION POLICY

Policy owner	Educational Coordinator	March 2019
Agreed by	College	March 2019
Endorsed by	Trustees	March 2019
Reviewed		September 2019

St Paul's Steiner School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

St Paul's Steiner School is following the Equality Act of 2010.

The policy sets out how St Paul's Steiner school supports the children's physical, emotional and moral development through its Relationship and Sex Education.

Positive relationships are at the core of Steiner education, so that from the beginning, each class and activity has a relationship aspect, which is consciously fostered by the teachers. This can be formalised into different areas for the purpose of assessment and inspection, though its delivery is holistic and inter-related. Our school spans the range from 3 to 14 years old so any practice is age-specific.

In Kindergarten to class V the main focus is on Relationship Education but the curriculum also fosters a reverence for all aspects of the natural world. The aim of our Relationship and Sex Education from class VI and onwards, is to continue to instill a strong sense of self and respect for others, to have a clear sense of what constitutes good relationships, to carry a reverence for sexual reproduction and for our students to leave school confident to navigate the future challenges around not only wellbeing, relationships and choices about sex but keeping safe from unhealthy relationships, unwanted pregnancies and STI's, to be well trained in online safety, consent (Sex and the Law) and know how to access sexual health and wellbeing provision, in short, to prepare the students to be able to make informed decisions about their adult lives. 'Our highest endeavour must be to develop free human beings who are able of themselves to impart purpose and direction to their lives.' (Rudolf Steiner)

This aspect of education can be formally presented in three spheres:

1. Ethics, values and attitudes

developing an understanding of right and wrong and feeling for individual conscience

developing love, care and respect for other people and for the natural world
developing and nurturing stable relationships, which include friendships, marriage, partnerships and families of different forms, as vital for the nurture of children.

exploring moral dilemmas with compassion

helping to develop feeling and thinking to inform moral decisions

understanding of differences in sex, sexual orientation and gender identification, as part of natural diversity

1. **Personal skills**

developing empathy
developing self-respect and respect for others' different feelings and boundaries
managing emotions and relationships confidently and sensitively
developing confidence in talking, listening and thinking about sex and healthy relationships
communicating effectively using correct language
appreciating that choices have consequences for oneself and others
managing conflict
learning how to recognise exploitation and abuse.

2. **Knowledge of**

What constitutes a healthy relationship
physical development, including changes in puberty
human sexuality, reproduction and sexual health
the effects of early, unplanned pregnancy
contraception and abortion
how to access relevant advice and support services
how the law applies to sexual relationships
consent

Provision

The teachers will foster an open dialogue with their class and parents and will strive to answer children's' questions honestly, but always in an age appropriate manner.

- Kindergarten – The seasonal curriculum fosters a relationship with nature, through activities, stories, song and verse. The mixed age group of 3-6 year olds creates opportunities for dynamic relationships, the younger look up to the example of the older child and the older nurture the younger. Through stories, imitation of the teachers' example and golden rules such as 'gentle hands', 'kind words' and 'everyone is welcome,' expectations for positive relationships are made clear.
- Kindergarten to class II - general nature study with an emphasis on the beauty of the interconnected natural world and fostering of healthy

relationships; implicit in all activities and through imitation of the teacher. Social issues are dealt with through pedagogical and healing stories.

- class III - farming main lesson: the year of the farm and animal husbandry is discussed in an age appropriate way. The building main lesson fosters self-esteem and team work; special care is given in the curriculum to support the child going through the 9 year-old change. The different traditional professions presented give the child a sense of belonging and confidence in their future. The stories from Hebrew mythology provide the moral teaching of the year and the 10 commandments are often used to make “class commandments”.
- class IV - main lesson comparing the human being to different aspects of the animal kingdom. Similarities are the life processes, nutrition, growth and reproduction. It lends itself to follow the life cycles of an animal more closely.

Though some children might not go through puberty until after they have left St Paul's the class teacher will endeavor to have an open communication with the parents as individual children might start puberty early. They will be supported sensitively, individually or in a group, and the teacher will make practical arrangements to support the child who starts their period. Knowing the group of children the class teacher can adjust the Man and Animal (IV) or Botany (V) curriculum to inform the children about changes in puberty in an age-appropriate and holistic way.

- class V – pollination and plant reproduction as part of the botany main lesson; the Olympic games together with 400 other class V students is a threshold experience to build both self-esteem and co-operation skills.
- class VI – a new capacity to see cause and effect of actions is built upon in all of the curriculum; life cycle main lesson with examples from both plant and animal kingdom leading to Informing the children about physical and emotional changes in adolescence, including menstruation. Class teacher will plan an appropriate way of celebrating the changes the children are about to go through, for example in an outdoor experience.
- Classes VI-VIII – in addition to the ongoing work in all lessons, as part of middle school assemblies more explicit work on self-esteem, self-compassion, positive relationships, anti-bullying and online safety is done, at times with outside providers such as Brooks.org. Personal safety and First Aid are taught in stages during the last three years at St Paul's to be fully trained in CRP before leaving.

- class VII – an outwards bound class trip to strengthen the group and individual confidence is held at the beginning of the year; Creative writing main lesson block, Wish, Wonder and Surprise supports self-expression and reflection; Physiology main lesson on health and hygiene (with detailed presentation of the physical and emotional aspects of changes in puberty, sexual reproduction, pregnancy, childbirth and nurturing of infants, paralleled by wellbeing and relationship aspects).
- If a Q & A session is held, as a whole class or in groups, whatever their developing sexuality, every student will be given sex and relationship education that is relevant for them. Parents are informed with the offer of withdrawal from this part of the sex education.

Building on the whole of the middle school assemblies, in classes VII-VIII more explicit work on is done, at times with outside providers such as Brooks.org. Topics covered are contraception, abortion, sexual diseases and access of sexual health and wellbeing services. Parents are informed with the offer of withdrawal from this part of the sex education.

- class VIII - physical changes continued to be explored during the anatomy main lesson. Self-esteem, compassion and positive relationships are continually being fostered with examples from history and literature. A challenge is the individual Project they work on and present for the whole school community and the Class VIII play, which strengthen their individual self-belief and ability to work with others.
- class VIII - building on the whole of the middle school and VII-VIII assemblies, more focused work is done, at times with outside providers such as Brooks.org. Topics might be gender orientation, online pornography, sexting, consent; Parents are informed beforehand with the offer of withdrawal from this part of the sex education. Resilience as a barrier to addiction is explored in a special workshop with Amy Winehouse Foundation.

Monitoring and evaluation

- The provision is given by the class teacher through to class VIII. At times other invited guest speakers might be involved in delivering certain aspects of the curriculum. The curriculum is supported by the work of Early Years meeting, Teachers Meeting and College, as well as the Designated Safeguarding Lead and Educational Coordinator. The policy is reviewed yearly, at which point parent reps and trustees are consulted.

Working in partnership with parents

- At St Paul's Steiner school we see parents as playing a key part in an effective relationship and sex education.
- Parents are seen as vital support to the growing child while bringing the culture and ethos of the family and we endeavour to work in partnership. We encourage the parents to have healthy conversations at home about this subject.
- The school will ensure that we comply with the relevant provisions of the Equality Act 2010, under which religion or belief are "protected characteristics".
- Parents are informed before conversations about this subject occur in classes VII and VIII. Parents have the right to remove their children from some of the more explicit sex education lessons, assemblies and workshops held in class VII and VIII, but not from the main lesson on the reproductive system in class VII. It is school policy not to use "shocking" material in any part of the school, but to create an atmosphere of trust and security and teach from beautiful blackboard drawings.
- When a parent would like to withdraw their child from this part of the curriculum the request should be in writing and a meeting needs to be held between teacher and parent to discuss the content and purpose of the curriculum before it will be respected.

Confidentiality and Advice

- If information is sought in a casual way the relevant teacher may offer advice but anything more specific would be referred to health professionals, which might include the school doctor. Confidentiality will only be broken if the welfare of the student is at risk, and the student would be informed beforehand about the duty to share child protection concerns with the DSL.
- There might be a rare case where a teacher receive information that an under 16 year-old is having, or are contemplating having, sexual intercourse. Steps to be taken are:
 If the child under 12 years old, it is always a child protection issue, and Designated Safeguarding Lead needs to be informed so that sensitive arrangements can be made for parents to be informed and family can receive support.
 The child from 12 years old and up, will be, wherever possible, persuaded to talk to parents. Only in exceptional circumstances can the teacher handle such information without parent's knowledge and both DSL, Team Leader and trustees should monitor frequency.

Any child protection issues are addressed. The child needs to be aware of the law. The child is accurately informed about contraception and precisely informed where to access contraception and advice services.

The school has Designated Safeguarding Lead is to deal with events that might endanger the physical, emotional and/or sexual well-being of any student.