

# Thurlaston CE (Aided) Primary School



## Sex and Relationship Education Policy

Signed .....

**June 2010**

Thurlaston CE (Aided) Primary School is committed to Teaching and Living the Christian Way of Life. This policy reflects our vision statement in what is sometimes considered a contentious area.

### **Context/Introduction**

- “All schools must have an up to date SRE policy which is made available for inspection and to parents. The policy must:
  - Define sex and relationship education;
  - Describe how sex and relationship education is provided and who is responsible for providing it;
  - Say how sex and relationship education is monitored and evaluated;
  - Include information about parents’ right to withdrawal; and
  - Be reviewed regularly”

Sex and Relationship Education Guidance (DfEE 0116/2000)

Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health. Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age.

### **Moral and Values Framework**

As a Church of England Aided Primary School we follow the Diocesan Board of Educations Policy Statement on Sex and Relationship Education.

### **DBE Policy Statement**

The Board of Education is committed to promoting healthy, physical, social, emotional, psychological and spiritual development. Helping children explore issues around healthy human relationships and sexuality is an integral part of this. This will help them develop happy, fulfilled lives.

Part of this development should be to encourage exploration of the diverse range of opinions around authentic human relationships and sexuality, whilst recognizing that the church has taught that marriage is the best environment for the raising and nurture of children.

Human relationships and sexuality are a precious gift of God. They can form an integral part of our identity, self worth and human flourishing. Authentic, committed, loving relationships reveal something of God’s nature. Made in God’s image, human beings are called to reflect God’s self-giving creative love.

Many people find fullness of life and happiness through relationships and sexuality, but like any gift it can be misused and abused.

Regardless of home background and their own sexual orientation pupils should be caringly accepted within the Church School.

### **Process for Policy development**

The Curriculum and SEN Committee of the Governing Body meet to look at a draft policy and took it away for consideration before approval at the next meeting of the committee. Prior to this parents were given the opportunity to comment on the policy as it was shared that the policy was due for renewal and comments invited. None were received.

### **Aims and Objectives for Sex and Relationship Education**

The aim of SRE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. This should take place with consideration of the qualities of relationships within families.

The objectives of Sex and Relationship Education are;

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self esteem and confidence, especially in their relationships with others;
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support
- To develop skills for a healthier safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood

### **The teaching programme for Sex and Relationship Education Legal requirements**

- Parents have the right to withdraw their children from all or part of the sex and relationships education provided in school, except for those parts included in the statutory National Curriculum.
- Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children.
- It is our intention all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision if required.

### **National Curriculum Science**

Key Stage 1

1. b) that animals including humans, move, feed, grow, and use their senses and reproduce.
2. a) to recognise and compare the main external parts of the bodies of humans.

- f) that humans and animals can reproduce offspring and these grow into adults.
- 3. a) to recognise similarities and differences between themselves and others and
- 4. treat others with sensitivity.

#### Key Stage 2

- 1. a) that the life processes common to humans and other animals include nutrition, growth and reproduction.
- 2. f) about the main stages of the human life cycle.

### **Outline Programme for SRE**

#### Foundation

Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

#### Key Stage 1

Through work in science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and Citizenship children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

#### Key Stage 2

In science children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby in years 5 & 6. Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In RE and Citizenship, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures. Sex and relationship education should focus on the development of skills and attitudes not just the acquisition of knowledge.

This content has been agreed in consultation with governors, parents and teaching staff. For more detail see Appendix 1

## **The organisation of Sex and Relationship Education**

The Headteacher is the designated teacher with responsibility for coordinating sex and relationship education.

Sex and relationship education is delivered through science, RE, PSHE, Citizenship, literacy activities and class assemblies. Sex and relationship education is taught by school staff.

A range of teaching methods which involve children's full participation are used to teach sex and relationship education. These include use of video, discussion, looking at case studies, drama and role play.

Sex and relationship education is usually delivered in mixed gender groups however, there are some occasions where single gender groups are more appropriate and relevant.

Resources to teach sex and relationship education include fiction, reference books, leaflets and extracts from videos.

Channel 4 Living and Growing video Unit 1, 2 & 3 plus work books.

Sex and relationship education is monitored and evaluated by the governor responsible for PHSE as part of the school's development plan. As a result of this process changes will be made to the sex and relationship education programmes as appropriate.

## **Specific Issues**

### Parental involvement

The school includes information on sex and relationship education in the school prospectus and full details are available on request.

The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to view the videos and resources being used.

Parents have the right to withdraw their children from all or part of the sex and relationships education provided in school, except for those parts included in the statutory National Curriculum.

If there are parents who exercise this right, care will need to be taken to ensure they are informed of not only when sex and relationship education is being provided for pupils in their children's classes or year groups, but also what ground is being covered. This is so that they can be prepared for questions that their children may have as a result of informal peer group discussion outside the classroom.

However this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education.

### Safeguarding Children / Confidentiality

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member will inform the Designated Senior Person for Safeguarding in line with the LA and school procedures.

A member of staff cannot promise confidentiality if concerns exist.

### **Links with other policies**

This policy is linked with the following policies:

- PSHE & Citizenship
- Equal Opportunities
- Child Protection
- Confidentiality
- Positive Behaviour
- Anti Bullying

These policies can be found on the school website and are also available from the school office.

### **Dealing with difficult questions**

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

The advice from the Diocesan Board of Education will be followed which is:

### Schools should teach that:

- Sexual relationships should be seen as the fulfillment of a relationship and not as the basis for a relationship.
- Sexual relationships between those who are in loving long term relationships can provide a context within which partners can learn to love, to be loved, to be valued and appreciated and to grow in maturity.
- Sexual relationships between those who are in loving long term relationships can provide a context within which both partners learn the basic ground rules of mutual respect on which to base good relationships within their wider family and beyond.
- Sexual relationships between those who are not in loving relationships often do not consider the long-term happiness of either or both those involved.

### Schools should not avoid the issue of sexual orientation.

- In Primary schools the issue should not be avoided if it arises, questions should be answered calmly and sensitively without approval or disapproval.

- In both Secondary and primary schools Homophobic name-calling should be dealt with firmly, in the same way as racist name-calling.

### Abortion

- The issue should not be avoided but if it arises all questions should be answered sensitively and honestly.

Schools should ensure that children in both Primary and Secondary schools know that under age sex is illegal and can also lead to unplanned pregnancy. Schools should support children in resisting peer pressure to engage in sexual activity by teaching them that they actually have the right to say “no”.

Children should be helped to understand that saying “no” shows maturity and strength and not inadequacy and weakness.

### **Children with special needs**

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

### **Monitoring and Evaluation**

Monitoring is the responsibility of the governor responsible for PHSE.

The effectiveness of the SRE programme will be evaluated by assessing children's learning and feedback from parents - implementing change if required.

Any change will be reflected in the school prospectus.

This policy will be reviewed three years from approval.

# APPENDIX 1

Educational Framework for the Delivery of Sex and Relationship Education: 4 Key Strands – links to National Curriculum subjects and RE

## **Key Strand 1                      Commitment, promise, trust, security**

The school ethos should be such that:

school policies and reality should show a commitment to building self-esteem, modeling, conflict resolution, protection of the weak, justice and compassion. Mutual respect and trust should be central to all relationships within the school.

### Foundation Stage

Key curriculum issues

- Myself – recognise and explore own feelings
- Friends – establish effective relationships with other children and adults
- Special people to me – recognise and respond appropriately to key figures in their lives
- Belonging – understand their important place within their family and class groups
- Care for and respect living things, plants and animals.

### *Indicative Vocabulary*

Happiness, sadness, special friendship, love, belonging, trust, please, thank you, sharing.

### Key Stage 1

Key curriculum issues

- Special people to me – recognise and respond appropriately to people at home and school whom they can trust
- Belonging – understanding their responsibilities within the groups they have joined or belong to eg. Rainbows, Beavers, the Church
- My special things – understand why some things are special or precious; how to treat precious things, how to look after things.
- Celebrations – Baptisms, joy of new baby and its welcome and care
- Weddings, joy of marriage, hopes for the future, lifelong commitment

### *Indicative Vocabulary*

Love, forgiveness, trust, security, friendship, relations, husband, wife, siblings, cousins, etc., promise, honesty, belonging

### Key Stage 2

Key curriculum issues

- Commitment and promises – responsibilities and rights within the groups to which they belong, eg. teams, choirs, group activities
- Ceremonies/commitment – understanding the importance and implications of commitment in Baptisms, coming-of-age ceremonies and weddings, and meaning of symbols

- Christian marriage (and any other faith in syllabus)
- Beliefs and practices emphasising the importance of support and witness to friends and community
- Beautiful world, wonderful God – reflections on the natural world and its wonders. How it should be cared for along with its people. The miracles of reproduction and multiplication.
- Faith leaders – the teachings of Jesus (and those prescribed by the syllabus) on relationships, justice, forgiveness and fulfilment.

*Indicative Vocabulary*

Loyalty, tolerance, hope, commitment, patience, respect, dependability, abuse, compassion, compromise, security, justice, exploitation, perseverance, equality

**Key Strand 2 Friendship, Companionship, Nurture, Comfort**

The school ethos should be such that:

there is an atmosphere where feelings and good and bad experiences are shared and taken seriously; where values such as forgiveness and love are discussed and lived out; where community activities and group activities are pleasurable and rewarding and participants of all ages are able to enjoy each other's company.

Foundation Stage

Key curriculum issues

- Myself – recognise and explore their own feelings
- Friends – establish effective relationships with other children and adults, learn to listen and talk about feelings
- Special people to me – recognise and respond appropriately to key figures in their lives
- My life – appreciate the wonder of birth and development
- Our living world – care for and respect living things, plants and animals

*Indicative Vocabulary*

Friendship, help, happiness, sadness, laughter, tears, thank you, sorry, kindness, sharing

Key Stage 1

Key curriculum issues

- Belonging – including families, religious groups
- Healthy living – looking after ourselves responsibly;
- Looking after each other – pets, plants, siblings and friends through acts of responsibility
- Special people to me – recognise and respond appropriately to key figures in their lives;
- Language of feelings – learn and use language for emotions

*Indicative Vocabulary*

Help, support, responsibility, encouragement, joy, sympathy, forgiveness, helpfulness, patience, sharing, good manners

## Key Stage 2

### Key curriculum issues

- Belonging/not belonging – choosing allegiances, making friends, what happens when things go wrong, reconciliation
- Care for and respect for living things – plants, animals, siblings, friends
- My senses – listening to each other, exploration of touch
- Belonging – understanding their importance and the importance of others to the groups to which they belong – particularly families
- Special people – recognise and respond appropriately to people who help them in their lives
- Citizenship – relationships; charity work; disability awareness; local communities

### *Indicative Vocabulary*

Forgiveness, companion, neighbour, compromise, joy, allegiances, comfort, discomfort, appropriate behaviour, rights, responsibilities; loneliness, hurt, generosity, sincerity, dependability, humour, loyalty, honesty.

## **Key Strand 3                      Children**

The school ethos should be such that:

their systems encourage older pupils to help with the learning and play of younger pupils. There should be activities that encourage mixed ages to be actively involved together, yet should recognise and affirm the growth and development of pupils and recognise pupil identity and authenticity.

## Foundation Stage

### Key curriculum issues

- Looking after myself – looking after others
- Recognising and naming my feelings; recognising the feelings of others
- Keeping safe – how do we keep ourselves safe?
- Feeling happy and feeling sad – what makes us feel good?

### *Indicative Vocabulary*

Love, brother, sister, parent, hurt, sharing, honesty

## Key Stage 1

### Key curriculum issues

- My life – babies and new life; the wonder of birth and development; the vulnerability of babies
- What do babies and young children need? Love, stability, care, etc.
- Keeping safe, appropriate behaviour
- Recognise – places and people that keep them safe and reflect on how they should respond
- The difference between needing and wanting

### *Indicative Vocabulary*

Parent, love, patience, discipline, care, safety, sharing, helpfulness, joy, good manners, co-operation, honesty

### Key Stage 2

Key curriculum issues

- Our living world – care and respect for living things, particularly vulnerable or younger
- Practical experiences of supporting and playing with younger pupils – developing resources and play activities

### *Indicative Vocabulary*

Care, nurture, safety, role models, guidance, sympathy, generosity, loyalty, consideration, good manners.

## **Key Strand 4                      Sex/Physical Relationship**

The school ethos should be such that:

the school has clear policies on Equal Opportunities and Anti-bullying that are adhered to by all the adults in the school community. Good role models are provided for pupils of respectful, sensitive relationships between adults and the same approach is nurtured amongst pupils. Clear guidance is provided on child protection issues.

### Foundation Stage

Key curriculum issues

- The living world – exploration of the wonder of creation
- New life – birth and development, parents and babies
- Ourselves and our bodies – eating, sleeping, breathing, going to the toilet

### *Indicative Vocabulary*

Touch, see, hear, smell, taste

### Key Stage 1

Key curriculum issues

- Myself: physical development, what can I do now that I could not do when I was 3, 4, 5?
- Looking after our bodies – how do we use them with care, enjoyment in physical activity, not using strength to hurt others?

### *Indicative Vocabulary*

Language of sensory experience and activity

### Key Stage 2

Key curriculum issues

- Ourselves; physical growth, the importance of food and diet, exercise and activity, sport and challenge
- Genetic influences on physical features: who am I like? Family characteristics/similarities
- Variety and difference in physical appearance and capability – celebrating a rainbow world
- How we can help ourselves; looking after our bodies, keeping clean and well-groomed, healthy eating, building up strength and fitness. What happens when we get it wrong; eating disorders and obesity
- Sex education: changes at puberty: physical, emotional; awareness of the possibility of pregnancy/paternity
- Adulthood: what is “grown-up”? Changing relationships
- Moral issues and core values
- Sex in loving marriage relationship

### *Indicative Vocabulary*

Vocabulary of sexuality (see acceptable sex education resources)

Abuse, honesty, dignity, self-control, self-discipline, self-respect, consent, coercion