



“I have come in order that you might have life – life in all its fullness.”  
John 10:10

## Sex and Relationships Education Policy

<b>Policy accepted by FGB on:</b>	<i>9/6/2016</i>
<b>Next review:</b>	<i>Summer 2019</i>
<b>Signed (Chair of Governors):</b>	<i>NR Jockhuart</i>
<b>Statutory policy:</b> <i>Yes/No</i>	<b>On school website:</b> <i>Yes/No</i>

# SEX AND RELATIONSHIPS EDUCATION POLICY

## 1. Introduction

In 2000, the Department for Education and Employment (DfEE, now DfE) published statutory guidance for schools entitled *Sex and Relationship Education Guidance*. This document states that all schools have to fulfil their statutory duty to provide age-appropriate Sex and Relationships Education (SRE) to all pupils.

As a Christian learning community, Christ Church C of E First School presents SRE as part of our Personal, Social, Health and Citizenship Education (PSHCE) programme of study, which brings together citizenship and personal well-being through values-based education.

Christ Church staff and governors believe SRE is an important part of every child's entitlement to receive a relevant well-rounded education which promotes their safety, happiness, health and well-being.

SRE at Christ Church is about:

- ensuring children's physical, moral and emotional development;
- celebrating the uniqueness, dignity and value of every human being;
- personal identity, safety and health;
- forming and maintaining stable, loving, non-abusive relationships with others;
- safeguarding the welfare of ourselves and others;
- reducing the risk of grooming, sexual exploitation and abuse;
- human flourishing;<sup>1</sup>
- developing a "moral compass" to help us make good choices in life.

Research demonstrates that good, comprehensive SRE does not make young people more likely to become sexually active at a younger age and, in fact, knowledge can help prevent this as well as helping to identify child protection issues in young children. SRE is an important part of every child's entitlement to a relevant well-rounded education.

## 2. Openness with parents/carers

We wish to build a positive and supporting relationship with our parents/carers through mutual understanding, trust and cooperation. The school's SRE policy is shared with parents via the school's website. We aim to respond sensitively to any comments or questions should they arise.

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<sup>1</sup> "Human flourishing" is the Christian idea that all people should be encouraged and supported to fully develop their identity, character, gifts and talents within a moral framework in order to promote their own health and happiness by engendering a sense of purpose and fulfilment; serve their fellow human beings and contribute to society, thus enhancing the health and happiness of others (being a "good neighbour"); bring honour and glory to God by making good moral choices.

## 3. Moral and values framework

SRE at Christ Church will reflect the school's Christian ethos and values, and the content of the PSHCE curriculum. SRE will be taught in the context of relationships. In addition, SRE will promote self-esteem and emotional health and well-being and help children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others – at home, school, work and in the community.

#### **4. Aims and objectives for SRE**

SRE should focus on the development of skills and attitudes not just the acquisition of knowledge. 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. This should take place with consideration of the qualities of relationships within families.

The objectives of Sex and Relationships Education are as follows:

- 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.

We teach the following as part of the statutory National Curriculum for Science. Parents do not have the right to withdraw their child/children from statutory coverage.

The National Curriculum Science Curriculum coverage is as follows:

#### **Key Stage 1 (Years 1 and 2)**

- Know that animals, including humans, move, feed, grow, use their senses and reproduce.
- Recognise and compare the main external parts of the bodies of animals, including humans.
- Know that humans and animals can reproduce offspring and these grow into adults.
- Recognise similarities and differences between themselves and others.
- Treat others with sensitivity.

### **Lower Key Stage 2 (Years 3 and 4)**

- Know that the life processes common to humans and other animals include nutrition, growth and reproduction.
- Know about the main stages of the human life cycle.

### **Upper Key Stage 2 (Years 5 and 6)**

We recognise that middle and secondary schools will teach about puberty and sexual issues in upper Key Stage 2.

## **5. Teaching and learning for all**

Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, special educational needs or disadvantage. It is our intention that 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.

In addition to the National Curriculum, Christ Church C of E First School also covers the following in each key stage:

**Early Years Foundation Stage** – Children learn about the concept of male and female, and about young animals. In ongoing Personal, Social and Educational work, they develop skills to form friendships and develop their understanding of themselves and 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 PSHCE, 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 cooperate 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.

**Lower Key Stage 2** – In Science, children build on their knowledge of life cycles. In RE and PSHCE, 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.

## **6. Cross-curricular organisation of SRE**

SRE is delivered through Science, RE, PSHCE and English activities, circle and reflection times. SRE is taught by classroom teachers, teaching assistants and, if appropriate, outside visitors such as the school nurse.

A range of teaching methods which involve children's full participation are used to teach SRE. These include use of media clips, discussion, drama and role play. SRE is usually delivered in mixed gender groups.

**7. Visitors**

Visitors, e.g. the school nurse, should complement but never substitute or replace planned provision or teach anything that contradicts the content and spirit of this policy.

**8. The role of the PSHCE Subject Leader**

It is the responsibility of the PSHCE Subject Leader to ensure all teachers aware of this policy and able to plan and teach SRE lessons accordingly.

**9. Child Protection/confidentiality**

Teachers are aware that effective SRE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a Child Protection issue. In such an event, the staff member will inform the Headteacher/Designated Safeguarding Lead person in line with the school's Child Protection and Safeguarding Policy and LA procedures for Child Protection.

Child Protection concerns would override all other considerations, including confidentiality.

**10. Links with other policies**

This policy is linked with the following policies:

- Anti-Bullying
- Child Protection and Safeguarding
- Confidentiality Statement
- e-Safety
- Equality Duty
- School Behaviour (Pupil Discipline)

Teachers 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.

**11. Staff induction**

SRE issues will be included in the induction programme for all new members of staff.

**12. Monitoring and evaluation**

SRE will be monitored and evaluated by the PSHCE Subject Leader.