

**ALL Saints CEVA Primary School  
SEX AND RELATIONSHIP EDUCATION POLICY**

**'A school family learning and growing together through Jesus Christ'**

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**Aims and Objectives**

At All Saints we aim to give children information about Sex and Relationships but we do this with an awareness of the Christian Values that underpin all our work in school. As part of the Church of England we believe that Sex Education should be taught in the context of marriage, loving relationships and family life. However, we recognise that in the 21<sup>st</sup> century, our school community's views about the 'ideal' family, including sexual relationships may vary a great deal.

The basic learning objectives will be for children to be supported and helped to:

- Develop a clear understanding and respect for their own bodies, including the changes which have taken place since birth and those that take place in years to come.
- Understand the reproductive processes, using the correct vocabulary for body parts alongside their own terminology.
- Acquire a basic knowledge of human development, highlighting the part played by the family in the children's own experiences and culture and in others' experiences and other cultures.
- Become aware of their emotions and how to manage them.
- Make healthy choices.
- Assess, understand and resist peer and social pressures.
- Develop notions of self-worth and self-esteem.

Sex Education will:

- Be part of a wider social, spiritual and moral education process (See Appendix 1)
- Be developmental and be appropriate to the age and stage of the child. Common starting levels cannot be assumed.
- Put forward factual knowledge and encourage the exploration of facts;
- Examine opinions and concepts and encourage discussion
- Encourage awareness, respect and responsibility for oneself and others.

Concepts such as love, joy, anger, fear, hate, trust, respect, sexual feelings and sexual responses are difficult to describe but need to be explored. Like other areas of health education, sex education is concerned not only with cognitive development but emotional development.

### **Moral and Values Framework** (see Appendix 1)

Sex Education at this school takes place in the context of a school following the teachings of the Church of England and is underpinned by our twelve Christian values. However, our school is a multi-faith, multi-cultural school and all faiths, and cultures are respected equally. The children need to know that marriage is valued. However, we are living in a very diverse society with many variations to the 'norm' and these differences should also be recognized.

### **Curriculum Content**

Sex and Relationship Education will be taught as part of both our PHSE Curriculum, see headings in Appendix 1 and the National Curriculum for Science. Details of the course materials specifically for Sex Education in Year 5 can be found in Appendix 2.

### **Reception**

As part of the Foundation Stage Curriculum children will explore:

- Feelings - sad and happy
- Friendships - making friends and being a good friend
- Families and relationships within the family
- Caring for others - plants, animals and people
- Needs in order to stay alive and how those needs change with age

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

National Curriculum Science: children should learn:

- That humans move, feed, grow, use their senses and reproduce
- To name the external parts of the body
- That humans grow from babies into children and then into adults and that adults can produce babies
- To recognise similarities and differences between themselves and other pupils.

In addition as part of the PSHE curriculum children will explore:

- Feelings and expressing them effectively
- Friendships for sharing feelings
- Feeling good about oneself - building self-esteem
- Personal hygiene
- Keeping safe.

### **Key Stage Two (Years 1-6)**

National Curriculum Science: children should learn:

- To describe the differences in life cycles of a mammal, an amphibian, an insect and a bird
- To describe the changes as humans develop to old age.
- To describe the life process of reproduction in some plants and animals.
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Children should also:

- Know how to make simple choices and exercise some basic techniques for resisting peer and group pressures
- Know about where there are people who can advise and help them to be able to keep safe
- Respect each other's emotions
- Understand that actions have consequences for self and others
- \*Begin to know about and have some understanding of the changes that will take place during puberty (Year 5)
- \*Know the basic biology of human reproduction (Year 5)

***\*See Appendix 2 for specific Sex Education content and timing for Year 5***

In addition as part of the PHSE curriculum children will explore

- Feelings - dealing with emotions, fears and worries
- Friendships - making friends and being a good friend
- Building self-esteem - I am special - recognizing different qualities in others
- Family trees
- Family relationships - roles, responsibilities and relationships
- Lifestyles in class and community - differences in others and how we feel about differences
- Healthy lifestyles - know what makes a healthy lifestyle and make informed choices.
- Difficult situations - teasing and bullying
- Change and loss - changing schools, moving house, coping with grief, loss, death and bereavement.

- Loving relationships - exploring what love is and what makes a loving relationships

### **Dealing with Children's Questions**

Teachers will establish clear parameters of what is appropriate in a whole class setting, for example:

- Avoiding personal questions of others
- Being respectful of other pupils questions and views
- Understanding that staff may not answer specific questions if they feel that it would not be appropriate to the age group or stage of development of either the child asking the question or that of other members of the class.

Below are the guidelines for staff:

- If a question is too personal, the teacher will remind the pupil of the parameters in the above paragraph. If the pupil needs further support, the teacher can refer them to an appropriate person e.g. school nurse or parent.
- If a teacher doesn't know the answer to a question, the teacher will acknowledge this, and suggest that if appropriate the pupil or teacher research the question further.
- If a question is too explicit, feels too 'old' for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher will acknowledge it and arrange to meet with the child separately from the class and include the *Designated Safeguarding Lead* (Inclusion Leader, Headteacher or Deputy Head) If there are concerns that a pupil is at risk of sexual abuse, the DSL will follow the school's child protection procedures.

### **Equal Opportunities**

All children should have equal access to information to allow them to make informed decisions concerning Sex Education and Development of Personal and Social Relationships. This also includes pupils with English as an Additional Language and those with Special Education Needs for whom teaching and resources will be adapted as appropriate in order for them to have full access to the content of the curriculum

### **Organisation**

From 2016 Sex Education will be explicitly taught in Year 5 (Due to the transition from the previous policy Year 6 will also be included until 2017). It will be taught by the class teacher or another member of staff with the aid of the school nurse.

### **Parental Consultation:**

This policy will be available on our school website so that parents are able to share their views.

Parents will be informed when the school intends to deliver a course of Sex Education in lessons, in Year 5, to their children. (This will usually take place in the spring/summer term.) Parents will be given the opportunity to view any DVDs or resources materials and will be informed of the content and who will deliver the course. It is during this time that a request for withdrawal or dissatisfaction with content may arise. The school will make every effort to allay fears and meet the needs of all parents.

Any complaints should initially be made to the Headteacher, who will investigate fully and inform the parents. If a parent is not satisfied then they have recourse to the Governing Body through the Complaints Procedure.

Children's questions can cover a range of topics and issues. They are constantly bombarded with matters relating to this topic through the media, friends, older siblings, etc. Some of the information they receive can be confusing, misleading or wrong. The teacher should endeavor to answer the questions honestly and objectively always taking into account the age and maturity of the child. The teacher's role is not to promote but to inform or clarify. They may answer in a way that directs the child to other people e.g., parents if this is more appropriate.

### **Withdrawal**

Any parent may withdraw their child for the Sex Education aspect of this course. The request for a child to be withdrawn must be made in writing and discussed with the teacher delivering this course or Headteacher who will try to allay any misconception of worries regarding content. If a child is withdrawn they will work under supervision within one of the other classrooms in the school.

### **Monitoring and Review**

The Phase Leaders will monitor implementation of Sex and Relationships education on a regular basis and report to governors when requested, on the effectiveness of this policy. The Achievements and Standards Committee of the Governing Body monitors this policy, giving serious consideration to any comments from parents and reports its findings and recommendations to the Full Governing Body, as necessary, if the policy needs modification.

**Date of Policy:** 25<sup>th</sup> February 2016

**Review:** Annual

## Appendix 1: Christian Values linked to PSHE-2 Year Overview

2015/16 Term	Value	British Value	Vision	PSHE:SEAL linked unit	Bible story
1	Respect	Individual liberty	We are looking forward to our future	Changes	The storm (Matthew 8 18-27)
2	Forgiveness	The rule of law	We all deserve a chance to put things right	Getting on and falling out	The prodigal son (Luke 15 11-32)
3	Endurance	Tolerance	We try our hardest in all we do	Going for goals	Moses and the escape from Egypt (Exodus 7-14 )
4	Wisdom	Democracy	Everyone is good at something	Good to be me	Jesus visits the temple
5	Trust	Mutual respect	We help each other to be safe	Relationships	Jesus calms the storm (Matthew 8 23-27 )
6	Honesty	The rule of law	We are all responsible for each other and ourselves	Changes	Peter's denial of Jesus (Matthew 26 69-75)

2016/17 Term	Value	British Value	Vision	PSHE:SEAL linked unit	Bible story
1	Compassion	Tolerance	Everyone matters in our family	New beginnings	Noah's Ark (Genesis 5)
2	Service	Mutual respect	We help each other to be safe and happy	Getting on and falling out	Jesus washing the feet (John 13 1-9)
3	Courage	Individual liberty	We have to keep on trying even when things are tough	Going for goals	Daniel in the lion's den (Daniel 6 1-23)
4	Joy	The rule of law	We need to learn from everything and everyone	Good to be me	Zacchaeus (Luke 19 1-10)
5	Kindness	Mutual respect	We are all responsible for each other and ourselves	Relationships	The Good Samaritan (Luke 10 25-37)
6	Hope	Democracy	We are looking forward to our future	Changes	The storm (Matthew 8 18-27)

## Appendix 2: Specific Content of Sex Education for Year 5 (TBC by Easter)