

Aspiring to inspire others towards excellence, developing as individuals together in a distinctively Christian environment.

I Corinthians, 12:14 "For the body is not one member, but many".



Sex and Relationships Policy

Our mission as a church school is to be – loving, welcoming and succeeding with faith, family and friendship at the centre of all that we do. The key Christian values that are the core of our school life are forgiveness, creation, koinonia, reverence, service, wisdom, trust and endurance.

1 Introduction

- 1.1 Our school's policy on sex and relationship education is based on the DfES document 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (2019) This document refers to three separate but closely linked areas of the curriculum and terms them: relationships education, relationships and sex education (RSE) and health education. Government guidance explains that relationships education and health education are compulsory in all primary schools. Sex education is not compulsory in primary schools however, 'The Department continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.' Parents have the right to withdraw pupils from sex education but not health or relationships education.
- 1.2 DfES guidance defines relationships education as, 'teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults.' Health education combines physical and mental wellbeing and should 'enable pupils to articulate how they are feeling, developing the language to talk about their bodies, health and emotions.' Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings.' Through the teaching of relationships, health and sex education, primary schools should, 'promote the spiritual, moral, social, cultural, mental and physical development of pupils, in school and in society.'
- 1.3 Relationships, sex education and health education are part of the personal, social and health education (PSHE) curriculum in our school. When we inform our pupils through sex education about sexual issues, we do this with regard to morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation but will be open to child led discussions in which it is recognised that loving relationships and families come in many different forms. Our school believes that the teaching of relationships and sex education should include an understanding of the importance of marriage for family life and understanding stable and loving relationships which include respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. The Church of England Education Office recommends that schools deliver relationships and sex education 'in a way that affords dignity and shows respect to all who make up our diverse community [to] encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.'

2 Aims and objectives

- 2.1 We teach children about:

- the physical development of their bodies as they grow into adults;
- good physical health contributing to good mental wellbeing;
- developing language surrounding bodies, health and emotions in order to be able to judge appropriate and proportionate behaviour;
- the way humans reproduce;
- how babies are born, from conception to birth;
- the importance of marriage and family life;
- relationship issues;
- respect for their own bodies and the importance of sexual activity as part of a committed and loving relationship;
- moral questions;
- respect for the views of other people;
- sexual abuse, and what they should do if they are worried about any sexual matters;
- physical and emotional abuse, including an understanding of boundaries and privacy;
- recognising and understanding the influence of the media (including social media) on relationships and self-image.

3 Context

3.1 We teach about sex in the context of the school's aims and values (see the values statement in the Curriculum Policy). While sex education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code, and of the values which underpin all our work. We teach sex education on the understanding that:

- it is taught in the context of marriage and family life;
- it is part of a wider process of social, personal, spiritual and moral education;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect;
- children need to learn the importance of self-control.

4 The National Healthy School Programme

4.1 We continue to participate in the National Healthy School Programme, which promotes health education. As participants in this scheme, we:

- are transparent with parents and carers on all matters of our health, sex and relationships policy;
- consult with and agree the policy and curriculum with governors, before making it available to parents;
- are happy to discuss any concerns with parents or carers by arranging meetings in school;
- provide opportunities for the PSHE subject lead to attend training courses so that up to date information can be fed back to teachers during staff meetings;
- share information and good practice through cluster meetings with local schools;
- look positively at any local initiatives that support us in providing the best sex education programme that we can devise.

5 Organisation

5.1 We teach about sex through different aspects of the curriculum. While we carry out the main sex education in our personal, social and health education (PSHE) curriculum, we also cover some sex education through other subject areas (e.g. science and PE). We believe this contributes significantly to children's knowledge and understanding of their own bodies and, taught alongside health and relationships education, we believe this contributes to a more holistic understanding of how they are changing, developing and growing.

- 5.2 In PSHE lessons we take guidance and follow The Cambridgeshire Primary Personal Development Programme of work. We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons. We also follow advice published by the PSHE Association and utilise resources which they have quality assured. An overview of the sex education units as well as the taught vocabulary can be found in Appendix 1.
- 5.3 In science lessons, in both Key Stages, teachers inform children about puberty and how a baby is born. For this aspect of our teaching, we follow the guidance material in the national scheme of work for science. In Key Stage 1, we teach children about how animals, including humans, move, feed, grow and reproduce, we also teach them about the main parts of the body. Children learn to appreciate the fact that people are not all the same and that we need to respect each other. In Key Stage 2, we teach about life processes, and the main stages of the human life cycle, in greater depth.
- 5.4 As part of the health education curriculum, in Key Stage 2 we teach about the parts of the body and how these work, explaining to the children what will happen to their bodies during puberty. For example, we teach the children that boys' voices will change during puberty, and we explain menstruation to both boys and girls. Teachers do their best to answer all questions with sensitivity and care and information discussed will be appropriate to the maturity of the children. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how children's bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children and sensitively engage in discussion in order to help children understand the emotional impact of physical changes.

6 The role of parents and carers

- 6.1 The school is well aware that the primary role in children's sex education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents and carers of children at our school, through mutual understanding, trust and cooperation. To promote this objective, we:
- inform parents and carers about the school's sex education policy and practice;
 - answer any questions that parents or carers may have about the sex education of their child;
 - take seriously any issue that parents or carers raise with teachers or governors about this policy, or about the arrangements for sex education in the school;
 - encourage parents and carers to be involved in reviewing the school policy, and making modifications to it as necessary;
 - inform parents and carers about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

- 6.2 Parents and carers have the right to withdraw their child from all or part of the sex education programme that we teach in our school (but not from relationships or health education). If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents/carers in this regard.

7 The role of other members of the community

- 7.1 We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with

our sex education programme. Other people that we call on include local clergy, social workers and youth workers.

8 Confidentiality

8.1 Teachers conduct sex education lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns. The headteacher will then deal with the matter in consultation with health care professionals (see also our policy on Child Protection).

9 The role of the headteacher

9.1 It is the responsibility of the headteacher to ensure that both staff and parents/carers are informed about our sex education policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach about sex effectively, and handle any difficult issues with sensitivity.

9.2 The headteacher liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework.

9.3 The headteacher monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.

10 Monitoring and review

10.1 The TLA Committee gives serious consideration to any comments from parents and carers about the sex education programme, and makes a record of all such comments. Governors require the headteacher to keep a written record, giving details of the content and delivery of our sex education programme.

10.2 This policy will be reviewed every two years, or earlier if necessary.

Signed:

Date Approved: 1st June 2020

To Be Reviewed: 1st June 2022

Appendix 1

1.1 Curriculum Overview

The following table illustrates the key questions children will consider in each of the Sex Education units of work whilst following The Cambridgeshire Primary Personal Development Programme.

	Questions children will consider	Content Areas
Reception	What does my body look like? How has my body changed as it has grown? What can my body do?	Valuing the body Body parts My teeth Shapes and sizes

	<p>What differences and similarities are there between our bodies? How can I look after my body and keep it clean? How am I learning to take care of myself and what do I still need help with? Who are the members of my family and trusted people who look after me? How do I feel about growing up? How can I be a good friend? Can I recognise and show my emotions?</p>	<p>Self-care skills Change and responsibilities Identifying and managing emotions</p>
Year 1 and 2	<p>What are the names of the main parts of the body? What can my body do? When am I in charge of my actions and my body? Do I understand how amazing my body is? How can I keep my body clean? How can I stop common illnesses and diseases spreading? How do babies change and grow? How have I changed since I was a baby? What do babies and children need? What are my responsibilities now I'm older? Who is in my family, and how do we care for each other? Do I know what makes me feel happy, sad, cross etc.?</p>	<p>External parts of the body Valuing the body Personal hygiene Babies to children to adults Growing up Changing responsibilities</p>
Year 3 and 4	<p>How are males and females different and what are the different parts called? What can my body do and how is it special? Why is it important to keep clean? What can I do for myself to stay clean and how will this change in the future? How do different illnesses and diseases spread and what can I do to prevent this? What are the main stages of the human life? What does it mean to be 'grown up'? What am I responsible for now and how will this change? How do parents and carers care for babies?</p>	<p>Difference between males and females Valuing the body's uniqueness and capabilities Responsibilities for hygiene Stages of human life Being grown up My responsibilities Parents/carers' responsibilities</p>
Year 5 and 6	<p>What are male and female sexual parts called and what do they do? What happens to the bodies of boys and girls when they reach puberty? What influences my view of my body? How can I keep my growing and changing body clean? How can the spread of viruses and bacteria be stopped? What is HIV? How are babies made? How can I express my feeling positively as I grow up? When am I responsible for how others feel? What should adults think about before they have a baby? What are families like? What can I do when I realise I'm in a bad mood? How do I recognise how other people feel and respond to them?</p>	<p>Names of sexual parts Puberty Physical change Menstruation Developing body image Changing hygiene routines Viruses and bacteria Human lifecycle Sexual reproduction Changing emotions Responsibility for others Love, marriage and families</p>

1.2 A table of words

The following table shows the range of vocabulary which will be taught in each of the SRE units of work in The Cambridgeshire Primary Personal Development Programme. In each case the list of words is cumulative *i.e.* the word *penis* is included in the KS1 list: it should be used in all following lists.

	Key areas of learning	Feelings/ relationships	Body parts and processes		Other
Foundation Stage	External body parts	Range of feelings words <i>e.g. happy, pleased, calm, sad</i> baby child girl boy	size shape different same range of simple external body parts <i>e.g. hands, head, teeth</i> private parts bottom		range of action words <i>e.g. run, jump</i> growing up germs
KS1 Year 1&2	External body parts	same similar different unique special responsibility	birth death range of more specific external body parts <i>e.g. stomach, chest</i> 'Doctor words' <i>e.g. penis, testicles and vulva and/or vagina</i>		male female man woman teenager adult
Lower KS2 Year 3&4	External body parts Differences between male and female	love dependent independent	breast nipple anus scrotum		toiletries bacteria infection hygiene
Upper KS2 Year 5&6	Puberty Sexual reproduction Internal body parts	commitment marriage stable relationship	puberty development period menstruation cervix labia fallopian tube ovary ovum vulva vagina uterus ovulation sperm	sperm duct urethra pubic hair voice breaking arousal erection sexual intercourse sex ejaculate conception pregnancy	sanitary towel tampon body odour deodorant