

# **Sibertswold Church of England school**

## **Relationships and Sex Education Policy**

This policy reflects our Christian vision based on Jesus the Good Shepherd John 10 v 10.

### **1. Introduction**

#### **Legal Requirements**

The Education Reform Act 1988 requires the school curriculum to *'promote the moral, spiritual, physical and mental development of all pupils and to prepare pupils for the opportunities, responsibilities and experiences of 'adult life'...Combat ignorance and, therefore, increase understanding and promote the ability to make informed decisions.'*

The teaching of sex and relationships is essential if young people are to make responsible and well informed decisions about their lives. The aim is to help and support young people through their physical, emotional and moral development, helping them to learn to respect themselves and others and move with confidence through adolescence into adulthood.

All Primary Schools will be required to provide Relationships education and will still retain the choice to teach age appropriate sex education.

Boys and girls are taught together except where there are particular reasons for separation, as the federation considers it to be important for both genders to understand the others' needs. The federation is sensitive to the specific needs of all our children.

This policy complements both School's Values and Vision and its programme of Personal, Social and Health Education.

#### **Christian Context**

Effective Relationships and Sex Education (RSE) can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

Sensitivity and respect should be shown to all children when teaching about personal relationships and sex education. RSE should be taught in a way that ensures there is no stigmatisation of children based on their home/personal circumstances.

All RSE should be set in a context that is consistent with the school's Trust Deed, Christian ethos and values.

- RSE should be based on inclusive Christian principles and values, emphasising respect, compassion, loving care and forgiveness.
- RSE should be taught in the light of the belief in the absolute worth of all people and the unconditional infinite love of God.
- RSE should be sensitive to the circumstances of all children and be mindful of the variety of expressions of family life in our culture, yet it should also uphold the Christian values regarding

relationships and marriage as recognised by the Church of England (i.e. Marriage is a gift of God in creation and encompasses consent, public witness, permanence and lifelong fidelity)<sup>1</sup>

- Issues regarding human sexuality should be addressed sensitively.
- The exploration of reproduction and sexual behaviour within the Science curriculum should stand alongside the exploration of relationships, values and morals and Christian belief. Whilst children are given the opportunity to explore their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions, this is exercised within an understanding of the right of people to hold their own views within a framework of respect for others.

Sex education must be an integral part of the personal, social and health education curriculum in all Church Schools. Each school must teach within a framework of Christian values and the Christian understanding that sex is a gift of God as part of creation. Whilst schools may use sex education to inform children about sexual issues, each must do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions.

## **2. Definition**

Relationships and Sex Education is a lifelong learning process. It is about respect, love and care and the benefits of making and maintaining stable relationships. We recognise that to be human is to experience feelings, seek connections with other people and develop relationships that may be physical or non-physical. RSE seeks to enable young people to feel positive about themselves, manage relationships and access the infrastructure of support to empower them to investigate all possible options available to them.

Each school's approach to RSE should be sensitive to the age and aptitude of the children, but be straightforward and factual in line with the law and good pedagogy. It should reflect the reality of young people's lives today, especially the persuasive influences of television, video, the internet, social media, peer pressure and young people's literature. Where controversial topics arise, schools and academies are asked to use agreed collective judgement, with due regard to this policy.

## **3. Aims and Objectives**

We aim to provide pupils with an age appropriate SRE programme that is tailored to their physical and emotional maturity. The intention is to ensure that through SRE pupils:

- Develop confidence in talking, listening and thinking about feelings and relationships.
- Are able to correctly name parts of the body and describe how their bodies work
- Are able to protect themselves and ask for help and support
- Are prepared for their development into adulthood
- To know the Christian definition of love in its different forms and contexts <sup>2</sup>
- To acquire information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings.

In doing this, we acknowledge the value of contributing to a spiral curriculum. This curriculum should enable children to make positive choices about their sexual and emotional health, both now and in the future. We seek to achieve this by having three main elements to our programme as outlined in, 'Sex and Relationship Guidance', DfEE ref 0116/2000, p5.

#### **4. Key learning objectives**

- Learn to care about others and to be sensitive to their needs and views
- Learn the importance of conscience, Christian values and moral considerations  
Learn to accept differences between people, not exploit them
- Learn the value of family life, marriage, and the importance of stable, loving and caring relationships for the nurture of children
- Learning the importance and responsibilities of the family unit for all its members
- Learn to respect oneself and others
- Learn to be honest, loyal, trustworthy and faithful in relationships
- Learn to take responsibility for one's actions
- Learn to explore, consider, understand and reflect as part of decision making
- Learn to manage emotions and relationships confidently and sensitively
- Develop empathy for others
- Learn to manage conflict

#### **5. Moral Framework**

Pupils will be taught SRE within a framework which models and encourages the following values:

- Being honest with themselves and others
- Developing a critical awareness of themselves and others
- Learning to show tolerance, understanding, respect and care for others
- Developing an awareness and belief in one's own identity
- Having a positive attitude towards the value of stable relationships for bringing up children
- Acknowledging and understanding diversity with regard to religion, culture and sexual orientation

#### **6. Content and Organisation**

RSE is delivered through planned programmes within Science, RE and PSHE. Occasionally, issues about RSE may arise spontaneously in other lessons (e.g. while studying a text in literacy) where it is not the main focus of the lesson. This is not considered to be part of the planned RSE curriculum and consideration must be given as parents or carers cannot withdraw their children in these circumstances.

Delivery of SRE is through the following curriculum topics (*examples only*):

Science:

- Life and Living Processes
- Ourselves
- Healthy Living
- Growth and Heal

RE:

- Friends, Family and Community
- The Natural World

Page 4 of 10 Christianity

- Ourselves and the Community

Year 6: Preparation for puberty

- PSHE lessons
- Literacy/ maths lessons
- Health Weeks

## **7. Other Issues**

### *Confidentiality*

See Confidentiality Policy. This will be adhered to at all times

### *Child Protection*

See Safeguarding Policy (With reference to Abuse, Forced Marriages and Female Genital Mutilation where appropriate). Always discuss concerns with the designated member of staff.

### *Personal Beliefs*

Beliefs and attitudes of teachers should not influence their teaching of SRE.

### *Language and Ground Rules in RSE lessons*

- No one will feel forced to answer a personal question
- No one will be forced to take part in discussions
- Language used should be easily understood by all
- Correct names for body parts will be used
- Meanings of words will be explained in a simple, factual way

## **8. The role of parents and carers**

The School believes that the primary role in children's sex and relationship education lies with parents/carers. We hope to build a positive and supporting relationship with parents/carers of children in our School through mutual understanding, trust and cooperation.

### **To achieve this objective we will:**

- inform parents/carers about the School's Relationship and Sex Policy.
- answer any questions they may have regarding the sex and relationship education of their child.
- consider carefully any issues that parents/carers raise with teachers or governors about this policy or the arrangements for teaching sex and relationship education.

Parents have the right to withdraw their child from all or part of the sex and relationship programme after consultation with the Executive Headteacher.

### **The role of the Executive Headteacher**

It is the responsibility of the Executive Headteacher to ensure that both staff and parents/carers are informed about our Sex and Relationship Policy, and that it is delivered effectively. Members of staff must be given sufficient training to teach this subject effectively and handle any difficult issues with sensitivity.

### **The role of teaching staff**

All teaching staff will deliver the sex and relationship programme through the PSHE curriculum and other curriculum areas, conducting all lessons in a sensitive manner and with confidence.

### **The role of other members of the community**

Visiting speakers, including the school nurse or other professionals may be used to deliver some of the health education and relationships programme and provide advice and support for our children. They will be qualified to do so and suitably experienced.

Visitors will be accompanied, in class, by the class teacher, and any materials used will have been seen and agreed by the Executive Headteacher before use.

**Equality of Opportunities Statement**

All policies are screened to ensure that the Federation of Sibertswold Church of England and Eythorne Elvington Primary Schools gives 'due consideration' to equality of opportunity for all, irrespective of race, gender and disability.