



## Sex and Relationship Education Policy

Date reviewed	February 2018
Next review date	February 2021

### Introduction

This policy complies with section 403 of the Education Act 1996 and the Department for Education document 'Sex and relationship guidance' (DFES 0116/ July 2000).

### Aims

- To promote and contribute to the children's lifelong learning about their physical, moral, and emotional development
- To help the children understand their own and others' lives and prepare them for adulthood.
- To understand that different sorts of change occur during our lives.

SRE is an integral part of our PSHE, science and thematic work across the curriculum. This links across the school to give each child a balanced and progressive approach to this theme. At St Mary's & All Saints C of E Primary we aim to develop in all children the knowledge and capacity to make informed choices about their personal lives. The Bible is the story of the relationship between God and his people<sup>1</sup> – indeed, the Christian view of life is one of life as a network of relationships (between individuals, communities, and God). Our teaching our children about the value of relationships, and how they can develop, should be based on the recognition of the Image of God in each human being<sup>2</sup>. As a school, we have a responsibility to our children<sup>3</sup>, to enable them to think and speak clearly and freely about the development of the body and relationships, and to respect and care for those around them. In doing so, we aim to foster in the children the ability to see healthy relationships with their family, teachers, and friends as necessary to their own well-being<sup>4</sup>. When sex and human relationships are taught a range of views should be discussed including the Church's teaching which stresses the importance of a faithful marriage as the framework for sex.

### Objectives

These are the whole school objectives for teaching SRE across the school:

- In consultation with our parents/carers, to show respect the diverse cultural and social environments of our families.
- To help and support children through their physical, spiritual, cultural, emotional and moral development at an appropriate level for their age
- To help children to develop skills and understanding which they need to live safe, confident, healthy and independent lives
- To give children accurate information
- To develop skills necessary to understand differences and respect themselves and others
- To develop skills for the purpose of preventing and removing prejudice
- To begin to prepare children for the opportunities, responsibilities and experiences of adult life
- To understand the nature and diversity of different relationships and families.
- To develop the skills to manage their emotions confidently and sensitively.
- To help them understand the importance of change and how do deal with this.

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1: Revelation 21:3 "Behold, the dwelling place of God is with man. He will dwell with them, and they will be his people, and God himself will be with them as their God".

2: Genesis 1:27 "So God created man in his own image, in the image of God he created him; male and female he created them".

3: Jesus said, colourfully (Luke 17:2), that "it would be better for him if a millstone were hung around his neck and he were cast into the sea than that he should cause one of these little ones to stumble".

4: Genesis 2:18, in the context of the creation story: "It is not good for the man to be alone".

### **SRE in the School Curriculum**

SRE will be taught within the broader framework of the school Curriculum (See Appendix 1). This curriculum aims to teach the attitudes and values, knowledge and understanding detailed below:

#### **Attitudes and Values**

- Learning the importance of values and individual conscience and moral considerations
- Learning the value of different family lives, and stable and loving relationships for the nurture of children
- Learning the value of respect, love and care
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision making
- Develop confidence in talking, listening and thinking about feelings and relationships
- Be able to ask for help and support
- Developing self-respect and empathy for others
- Learning to make choices based on an understanding of difference
- Avoid prejudices and stereotypes
- Develop an appreciation of the consequences of choices made
- Avoiding conflict
- Learn how to recognise and avoid exploitation and abuse and the strategies to deal with this

#### **Knowledge and Understanding**

To include:

##### **Science component**

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- To notice that animal, including humans, have offspring which grow into adults.
- To recognise how the body changes including how to deal with issues around hygiene
- To describe the life cycles common to a variety of animals, including humans (birth, growth, development, reproduction, death)
- To describe the changes as human develop from birth to old age
- Describe the life process of reproduction in some plants and animals
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents/carers

##### **PSHE component**

- To recognise similarities and differences between themselves and others and treat others with sensitivity.
- To understand how we change in terms of behaviour and opinions.

##### **History component:**

- Understand that some things change for the best.
- Understand the difference between change and progress.
- Study change over a long period of time through a line development.
- Discuss differences in lifestyle between periods of time and the present day.

### **Geography Component**

- Look at the changes of seasons, rural to urban landscapes, land use.
- Understand global issues and how the world is changing.
- Discuss moral issues around global warming, recycling, world energy resources and local issues.
- Be aware of the local environment and how this is changing. Discuss the reasons for this.

### **Teaching and Learning Styles**

We base our teaching and learning style on the key principles of our Teaching and Learning Policy. Growing up and relationship education will be delivered through a variety of teaching methods and will be culturally appropriate and inclusive of all children.

There will be

- Class and group teaching
- Discussions and time for reflection
- Circle time
- Role-play
- Use of ICT
- Cross curricular links where appropriate

### **Through sex and relationship education, the children should:**

- develop confidence in talking, listening and thinking about feelings and relationships
- be able to name parts of the body and describe how their bodies work
- be able to protect themselves and ask for help and support
- be prepared for puberty.
- develop a 'safe network of people.
- make informed decisions.

### **Home/School Partnership**

St Mary & All Saints C of E Primary School works in partnership with parents/carers, as they are key people in the teaching of their children about sex and relationships within the culture and ethos of the family. The school's education programme complements this and supports their role.

Parents/carers have the right to withdraw their children from all or part of the Sex and Relationship Education provided at school except for those parts included in the statutory national curriculum. Parents/carers should inform the head teacher of their wishes.

The school will encourage parents/carers to attend a sex education 'evening' where any videos and support material will be shared, questions answered and issues discussed.

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

It is the role of the Headteacher to ensure that both staff and parents/carers are informed of our SRE policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure staff are given appropriate training, so that they can teach SRE effectively, and handle any

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issues with sensitivity. The Headteacher/PSHE Coordinator monitors this policy on a regular basis, and reports to the Governing Board, when requested, on the effectiveness of the policy.

### **Monitoring and Evaluation**

The Governing Board is responsible for monitoring the delivery of the SRE policy. Governors give due consideration to any comments made by parents about the SRE programme, and require the Headteacher to maintain a record of parents' comments. This policy will be reviewed every 3 years or earlier if necessary.

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Appendix 1: Curriculum Map for SRE

Year	Science	RE	PSHE (SEAL)	History
<b>EYFS</b>	Children are guided to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.	What makes people special?	Helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.	Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
<b>Year 1</b>	Identify, name, draw and label basic parts of the human body and link to senses.	Was it always easy for Jesus to show friendship? What can I learn from religious traditions? Should people follow religious leaders and teachings?	I can tell you what being a good friend means to me. I can listen well to other people when they are talking. I can make someone else feel good by giving them a compliment. I know what to say when someone gives me a compliment.	To understand sequencing and order events in their life.
<b>Year 2</b>	Notice that animals, including humans, have offspring which grow into adults. Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	Is it possible to be kind to everyone all of the time? What can I learn from religious traditions? Should people follow religious leaders and teachings?	I know that people don't always see things in the same way. I can see things from someone else's point of view.	To understand sequencing and order events in their life.

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<b>Year 3</b>	Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	Is religion the most important influence and inspiration in everyone's life?	I can tell when something is my fault and when something is not my fault. I can take responsibility for my behaviour. I can tell you the things that hurt my feelings.	To ask relevant questions.
<b>Year 4</b>	Describe the simple functions of the basic parts of the digestive system in humans.	Is forgiveness always possible? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others?	I can tell when something is my fault and when something is not my fault. I can take responsibility for my behaviour. I can tell you the things that hurt my feelings.	To find answers to questions from pictures, text and artefacts.
<b>Year 5</b>	Describe the changes as humans develop to old age. Changes experienced in puberty. Scientifically research the gestation periods of other animals and compare them with humans.	How significant is it that Mary was Jesus' mother? Do sacred texts have to be 'true' to help people understand their religion?	I am aware of common responses to difficult changes, and that they are sometimes similar to our responses when experiencing loss. I can tell you some of the good things about me that my classmates like and value.	To ask relevant questions.
<b>Year 6</b>	Identify and name main parts of human circulatory system. Recognise impact of diet, exercise, drugs and lifestyle on ways the body functions.		I can try to understand why people might behave the way they do when they are facing a difficult change. I know that people respond differently to changes and challenges. I know that many children have mixed feelings about going to secondary school.	To find answers to questions from pictures, text and artefacts.