



## **Policy for Sex and Relationship Education**

Reviewed: March 2019

By: Team to support Outcomes for Children and Learners

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Next review date: March 2020

## 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 1996 Education Act combined all previous legislation on Sex Education and requires Governors of all Maintained Schools to consider the provision of Sex Education and to ensure that where it is provided the school has an associated Policy. Governing Bodies should agree that policy, the content of the programme and the resources used.

### Christian Context

Effective Sex and Relationship Education (SRE) 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. SRE should be taught in a way that ensures there is no stigmatisation of children based on their home/personal circumstances.

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

- SRE should be based on inclusive Christian principles and values, emphasising respect, compassion, loving care and forgiveness.
- SRE should be taught in the light of the belief in the absolute worth of all people and the unconditional infinite love of God.
- SRE 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.

### **Definition**

Sex and Relationship 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. SRE 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 SRE 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, the internet, social media, peer pressure and young people's literature. Where controversial topics arise, schools are asked to use agreed collective judgement, with due regard to this policy.

### **Aims**

The purpose of teaching SRE is to ensure that children learn about issues in a caring and informed way, which dispels myths that they may have acquired.

At Teynham Parochial CEP School we aim:

- To ensure that pupils are prepared for puberty;
- To develop confidence in talking, listening and thinking about feelings and relationships, and respect the differences between people;
- For pupils to be able to name parts of the body and describe how their bodies work;
- For children to know how they can protect themselves and where to ask for help and support;
- To empower children to make informed choices about their education and future adult life;

- For children to respect their own bodies and the importance of sexual activity being within a committed, long term and loving relationship;
- For children to understand the importance of family life;
- For children to be able to discuss moral questions;
- For children to be able to discuss relationship issues;
- For children to be able to recognise sexual abuse /exploitation, and where they can seek advice if they are worried about any sexual matters.
- To know the Christian definition of love in its different forms and contexts.

The school will work towards these aims in partnership with parents.

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.

### **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.

### **Delivering Sex and Relationship Education**

SRE is taught through a developmental scheme of work to all children across Key Stage 1 and 2, and links to other aspects of PSHE to fully equip the children with the skills and attitudes necessary for them to benefit effectively from sex education. PSHE throughout the school is supported by use of the Jigsaw (The mindful approach to PSHE)) Programme. We also teach some SRE through other subjects (e.g. Science and PE) where we feel that they contribute significantly to a pupil's knowledge and understanding of their own body and how it is changing and developing.

Most of the teaching of SRE will be done by the class teacher, as s/he will have established a working relationship with the class. The school nurse and other professionals may also be available to advise and assist the children on body development and puberty issues. (Preparation for Puberty in Year 5).

### **Cross curricular links**

All curriculum areas make a contribution to SRE. Some subjects make a clear contribution, such as Science and PSHE, while other subjects make a less obvious, but important, contribution, such as:

- Literacy - discussion of specific relationships and moral dilemmas;
- R.E. - discussion of family and marriage;
- History and Geography - discussion of wider social issues;
- Art and Music - discussion of feelings and emotions within relationships.

### **Parents and Sex & Relationships Education**

We appreciate the sensitivity and concerns some parents may feel towards SRE and therefore, we invite parents to borrow the materials we use in school (i.e. puberty DVD) We believe that for the children to achieve the desired objectives, a positive and united relationship must continue to exist between home and school and we would encourage discussion about this area of the curriculum at home.

In promoting this objective we:

- Inform parents/carers about the school's SRE policy (on Website) and practice;
- Answer any questions that parents/carers may have about SRE of their child;
- Take seriously any issues that parents/carers raise with teachers or governors about this policy or the arrangements for SRE in the school;
- Inform parents/ carers about the best practice known with regard to SRE, so that the teaching in school supports the key messages that parents/carers give to children at home.

The school will inform parents before a topic of a sensitive nature is taught. Parents/carers have the right to withdraw their children from that part of the SRE programme that is delivered through PSHE (though not from those elements taught through Science). Parents / carers who wish to withdraw their children from this aspect of SRE should discuss this with the Headteacher.

### **Differentiation and Special Educational Needs**

We recognise that all children will have varied life experiences and a range of feelings and attitudes. Lessons will allow all perceptions to be articulated, and all contributions will be valued and respected.

Teachers may need to use different resources, activities or provide specific support depending on the needs of the pupils. Teaching points need to be conveyed using language that is accessible to the pupils.

### **Equal Opportunities**

Teynham Parochial CEP School is committed to working towards equal opportunities in all areas of school life. We aim to avoid stereotyping and believe that pupils' religious beliefs and cultural differences should also be respected.

### **Confidentiality:**

Teachers conduct SRE lessons in a sensitive manner and with consideration for the need for confidentiality. But should issues of disclosure regarding inappropriate sexual behaviour/ activity arise, then the teacher will take the matter seriously and deal with it as a matter of child protection including any issues surrounding Prevent and Online Safety. In such cases, procedures as laid down in the Child Protection Policy will be followed.

### **Monitoring and Review:**

The Governing body monitors the SRE policy on an annual basis.