

ST. CHAD'S C.E.(C) PRIMARY SCHOOL

SEX AND RELATIONSHIPS EDUCATION POLICY

'Building together for a better future.'

Rationale:

Within the Church school the Christian ethos will provide the context within which all personal development takes place. This means that Christian values and attitudes with the emphasis on the importance of marriage, family and stable relationships to build a child's self-esteem, self-awareness and the sense of moral responsibility will permeate all the curriculum both explicit and hidden. Accountability for the implementation of this policy lies with the governing body.

Aims of Sex Education at St. Chad's:

(DFES Guidance - July 2000) States that; it is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of good health practice. It is not about the promotion of sexual orientation or sexual activity - this is inappropriate.

Within the primary school the main focus for sex and relationship education is making pupils aware of bodily changes approaching puberty and how to deal with their emotions. Within the context of the primary school, it is not appropriate to deal with issues such as sexual relationships and orientation or contraception.

We recognise the importance of safeguarding the welfare of our pupils and would provide through our Child Protection Policy and linked policies opportunities for staff or children to raise concerns.

St. Chad's seeks to integrate the elements of sex education into the wider health and PSHE curriculum. In accordance with our whole school ethos we aim to:

- Promote a positive self-image
- Encourage the constructive handling of emotions concerning sexuality
- Provide a knowledge base of sex education
- Enable pupils to make informed decisions and choices
- Promote a sense of responsibility

We will work towards these aims in partnership with parents.

Educational Framework for the Delivery of Sex and Relationship Education: 4 Key Strands

Strand 1 Commitment, promise, trust, security

The school ethos should be that:

School policies and reality should show a commitment to building self-esteem, modelling conflict resolution, protection of the weak, justice and compassion. Mutual respect and trust should be central to all relationships within St. Chad's.

Foundation Stage:

Key curriculum issues

- Myself - recognise and explore their own feelings
- My friends - establish effective relationships with other children and adults
- Special people to me - recognise and respond appropriately to key figures in their lives
- Belonging - understand their important place within their family and class groups
- Our living world - care for and respect living things, plants and animals

Indicative Vocabulary

Happiness, sadness, special, friendship, love, belonging, trust, please, thank you, sharing.

Key Stage One

Key curriculum issues

- special people to me - recognise and respond appropriately to people at home and school whom they can trust
- Belonging - understanding their responsibilities within the groups they have joined or belonging to e.g., Rainbows, Beavers, the Church.
- My special things - understand why some things are special or precious; how to treat precious things, how to look after things
- Celebrations - baptisms, joy of new baby and its welcome and care
- Weddings, joy of marriage, hopes for the future, lifelong commitment.

Indicative Vocabulary

Love, forgiveness, trust, security, friendship, relations, husband, wife, siblings, cousins, etc., promise, honesty, belonging.

Key Stage Two

Key curriculum issues

- Commitment and promises - responsibilities and rights within the groups to which they belong, e.g., teams, choirs, group activities.

- Ceremonies/commitment - understanding the importance and implications of commitment in baptisms, coming of age ceremonies and weddings, and meaning of symbols.
- Christian marriage (and any other faith in syllabus)
- Beliefs and practices emphasising the importance of support and witness to friends and community.
- Beautiful world. Wonderful God - reflections on the natural world and its wonders
- How it should be cared for along with its people. The miracles of reproduction and multiplication.
- Faith leaders - the teaching of Jesus (and those prescribed by the syllabus) on relationships, justice, forgiveness and fulfilment.

Indicative Vocabulary

Loyalty, tolerance, hope, commitment, patience, respect, dependability, abuse, compassion, compromise, security, justice, exploitation, perseverance, equality.

Strand 2 Friendship, Companionship, Nurture, Comfort

The school ethos should be such that:

There is an atmosphere where feelings and good and bad experiences are shared and taken seriously; where values such as forgiveness and love are discussed and lived out; where community activities and group activities are pleasurable and rewarding and participants of all ages are able to enjoy each other's company.

Foundation Stage

Key curriculum issues

- Myself - recognise and explore their own feelings
- My friends - establish effective relationships with other children and adults, learn to listen and talk about feelings
- Special people to me - recognise and respond appropriately to key figures in their lives
- My life - appreciate the wonder of birth and development
- Our living world - care for and respect living things, plants and animals

Indicative Vocabulary

Friendship, help, happiness, sadness, laughter, tears, thank you, sorry, kindness, sharing

Key Stage One

Key curriculum issues

- Belonging - including families, religious groups
- Healthy living - looking after ourselves responsibly:

- Looking after each other - pets, plants, siblings and friends through acts of responsibility
- Special people to me - recognise and respond appropriately to key figures in their lives:
- Language of feelings - learn and use language for emotions

Indicative Vocabulary

Help, support, responsibility, encouragement, joy, sympathy, forgiveness, helpfulness, patience, sharing, good manners

Key Stage Two

Key curriculum issues

- belonging/not belonging - choosing allegiances, making friends, what happens when things go wrong, reconciliation
- Care for and respect for living things - plants, animals, siblings, friends
- My senses - listening to each other, exploration of touch
- Belonging - understanding their importance and the importance of others to the groups to which they belong - particularly families
- Special people - recognise and respond appropriately to people who help them in their lives
- Citizenship - relationships: charity work; disability awareness, local communities.

Indicative Vocabulary

Forgiveness, companion, neighbour, compromise, joy, allegiances, comfort, discomfort, appropriate behaviour, rights, responsibilities, loneliness, hurt, generosity, sincerity, dependability, humour, loyalty, honesty.

Strand 3 Children

The school ethos should be such that:

Their systems encourage older pupils to help with the learning and play of younger pupils. There should be activities that encourage mixed ages to be actively involved together, yet should recognise and affirm the growth and development of pupils and recognise pupil identity and authenticity.

Foundation Stage

Key curriculum issues

- Looking after myself - looking after others
- Recognising and naming my feelings; recognising the feelings of others
- Keeping safe - how do we keep ourselves safe?
- Feeling happy and feeling sad - what makes us feel good?

Indicative Vocabulary

Love, brother, sister, parent, hurt, sharing, honesty

Key Stage One

Key curriculum issues

- my life - babies and new life; the wonder of birth and development; the vulnerability of babies
- What do babies and young children need? Love, stability, care etc.,
- keeping safe, appropriate behaviour
- Recognise - places and people that keep them safe and reflect on how they should respond.
- The difference between needing and wanting

Indicative Vocabulary

Parent, love, Patience, discipline, care, safety, sharing, helpfulness, joy, good manners, co-operation, honesty

Key Stage Two

Key curriculum issues

- our living world - care and respect for living things, particularly vulnerable or younger
- practical experiences of supporting and playing with younger pupils - developing resources and play activities

Indicative Vocabulary

Care, nurture, safety, role models, guidance, sympathy, generosity, loyalty, consideration, good manners.

Strand 4 Sex/Physical Relationship

The school ethos should be such that:

The school has clear policies on Equal Opportunities and anti-bullying that are adhered to by all the adults in the school community. Good role models are provided for pupils of respectful sensitive relationships between adults and the same approach is nurtured amongst pupils. Clear guidance is provided on child protection issues:

Foundation Stage

Key Curriculum issues

- the living world - exploration of the wonder of creation
- new life - birth and development, parents and babies
- ourselves and our bodies - eating, sleeping, breathing, going to the toilet

Indicative Vocabulary

Touch, see, hear, smell, taste

Key Stage One

Key curriculum issues

- **Myself:** physical development, what can I do now that I could not do when I was 3, 4, 5?
- Looking after our bodies - how do we use them with care, enjoyment in physical activity, not using strength to hurt others?

Indicative Vocabulary

Language of sensory experience and activity

Key Stage Two

Key curriculum issues

- **Ourselves:** physical growth, the importance of food and diet, exercise and activity, sport and challenge
- **Genetic influences on physical features:** who am I like? Family characteristics/similarities
- **Variety and difference in physical appearance and capability** - celebrating a rainbow world
- **How we can help ourselves:** looking after our bodies, keeping clean and well-groomed, healthy eating, building up strength and fitness. What happens when we get it wrong; eating disorders and obesity?
- **Sex education:** changes at puberty: physical, emotional; awareness of the possibility of pregnancy/paternity

- Adulthood: what is 'grown up'? Changing relationships
- Moral issues and core values
- Sex in loving marriage relationship

Indicative vocabulary

Vocabulary of sexuality

Abuse, honesty, dignity, self-control, self-discipline, self respect, consent, coercion

The content of the Sex Education Programme:

The sex education programme will:

- Provide information which is easy to understand and relevant and appropriate to the age and maturity of the pupils
- Include the development of communication and social skills
- Encourage the exploration and clarification of values and attitudes

Sex education will be taught in the context of relationships within the PSHE curriculum. Themes will be repeated from year to year in greater detail taking account of the pupil's development and spiritual curriculum concept.

The context of the sex education has been drawn from Health for Life 1 project book and is included in the PSHE scheme of work (see PHSE Policy).

The organisation of sex education:

- Sex education will be delivered through the PSHE curriculum.
- Active learning methods, which involve children's full participation, will be used.
- Single gender groups will be used as deemed appropriate and relevant
- A range of resources are available and used by class teachers as appropriate
- At present all members of staff are committed to delivering the programme. However, if a member of staff feels ill equipped to teach the programme, the headteacher or PSHE Co-ordinator will deliver the programme.
- Elements of sex education in the science curriculum will be assessed formally
- Teachers keep their own personal evaluation of each lesson, which are monitored by the Headteacher.

Specific issue statements:

Working with parents:

The school is committed to working with parents. Under the Education Act 1993 pupils can be withdrawn by their parents from part of sex education that is outside the compulsory elements of sex education contained in the science National Curriculum.

Sex education materials will be available to parents who wish to supplement sex education in school or who wish to deliver sex education to their children at home.

Child sexual abuse

The school has an safeguarding policy and procedures, which is displayed and available on request.

Confidentiality

As a general rule a child's confidentiality will be maintained by the teacher or member of staff concerned. If this person believes that a child is at risk or in danger he/she may talk to the Headteacher about any decisions to be made.

The child concerned will be informed that confidentiality is being breached and the reasons why. The child will be supported by the teacher throughout the process.

Answering difficult questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly, and can be addressed individually later. St. Chad's believes that individual teachers must use their skill and discretion in these situations and refer to the PSHE Co-ordinator or Headteacher if they are concerned.

Use of visitors

There are various people who can resource and support school based sex education. These people may include parents, the school nurse, religious or health professionals.

Equal opportunities

St. Chad's is committed to working towards equality of opportunity to all aspects of school life. All resources and teaching methods are checked against equal opportunities criteria.

Approved	June 18
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