



**“I have come in order that you might have life – life in all its fullness.”**  
**John 10:10**

## **Sex and Relationships Education Policy**

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<b>Signed (Chair of Governors):</b>	
<b>Statutory policy:</b> <i>Yes/No</i>	<b>On school website:</b> <i>Yes/No</i>

# SEX AND RELATIONSHIPS EDUCATION POLICY

## 1. Introduction

Christ Church staff and governors believe Sex and Relationships Education (SRE) is an important part of every child's entitlement to receive a relevant well-rounded education which nurtures:

- (a) personal safety, happiness, health and well-being
- (b) citizenship, i.e. a sense of identity, belonging, community, shared responsibility and personal agency.

SRE at Christ Church is about:

- ensuring children's physical, moral and emotional development;
- celebrating the uniqueness, dignity and value of every human being;
- personal identity, safety and health;
- forming and maintaining stable, loving, non-abusive relationships with others;
- safeguarding the welfare of ourselves and others;
- reducing the risk of grooming, sexual exploitation and abuse;
- developing a "moral compass" to help us make good choices in life;
- human flourishing.

"Human flourishing" is the Christian idea that all people should be encouraged and supported to fully develop their identity, character, gifts and talents within a moral framework in order to promote their own health and happiness by engendering a sense of purpose and fulfilment; serve their fellow human beings and contribute to society, thus enhancing the health and happiness of others (being a "good neighbour"); and bring honour and glory to God by making good moral choices.

As a Christian learning community, Christ Church C of E First School aims to teach SRE in such a way that is consistent with scientific truths, Christian ethical principles, British values and sound pedagogy. Hence, whilst some aspects of SRE are covered in Science lessons, others are taught as part of the Religious Education (RE) and Personal, Social, Health and Citizenship Education (PSHCE) curriculum.

At Christ Church, PSHCE is taught using SEAL (Social and Emotional Aspects of Learning) materials, which help children to develop the personal and social skills of:

- self-awareness
- managing their feelings
- motivation
- empathy and compassion.

Research demonstrates that good, comprehensive SRE does not make young people more likely to become sexually active at a younger age and, in fact, knowledge can help prevent this, as well as helping to identify child protection issues in young children.

**2. Openness with parents/carers**

We wish to build a positive and supporting relationship with our parents/carers through mutual understanding, trust and cooperation. The school's SRE policy is shared with parents via the school's website. We aim to respond sensitively to any comments or questions should they arise.

**3. Moral and values framework**

As a Church of England school, we will ensure that both the content of the PSHCE curriculum and the teaching of SRE reflects the school's Christian ethos and values, in line with policy and guidance from the Church of England Education Office.

In the foreword to *Valuing All God's Children* (2<sup>nd</sup> edition, Autumn 2017) The Most Revd and Rt Hon Justin Welby, Archbishop of Canterbury, writes: "Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value. This guidance helps schools to offer the Christian message of love, joy and the celebration of our humanity without exception or exclusion."

As staff and governors, we recognise that hatred, prejudice and discrimination are wrong and will not be tolerated in our school community. (All incidents of a racist, homophobic, biphobic or transphobic nature will be reported to senior leaders, and will be recorded and dealt with according to school policy and procedure.)

We understand that each and every one of us has a responsibility to ensure that every adult and child feels safe, respected, valued and welcome at Christ Church C of E First School and Nursery.

In recognition of our shared commitment to promote a culture of inclusion which cherishes diversity, celebrates difference and values every individual, Christ Church has been certified by the equality charity Stonewall ([www.stonewall.org.uk](http://www.stonewall.org.uk)) as a "School Champion".

At Christ Church, the teaching of SRE will encourage pupils to:

- Value and respect themselves.
- Value and respect others.
- Value and respect differences in people's religion, culture, sexual orientation, gender identity, physical and mental ability and social background.

#### **4. Aims and objectives for SRE**

Every child is entitled to receive SRE regardless of ethnicity, gender identity, religion, age, culture, disability, sexuality, language, special educational needs or disadvantage.

It is our intention that all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development, with differentiated provision if required.

SRE will be taught in the context of relationships. In addition, SRE will promote self-esteem and emotional health and well-being, and help children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others – at home, school, work and in the community.

SRE will focus on the development of skills and attitudes, not just the acquisition of knowledge. The aim of SRE is to provide children with age-appropriate information, explore attitudes and values, and develop skills in order to empower them to make positive decisions. This should take place with consideration of the quality of relationships within families.

The objectives of SRE are as follows:

- To provide the knowledge and information to which all pupils are entitled.
- To tackle ignorance and prejudice.
- To promote tolerance and mutual respect.
- To raise pupils' self-esteem and confidence, especially in their relationships with others.
- To help pupils understand their feelings and behaviour, so they can lead fulfilling and enjoyable lives.
- To help pupils to develop skills (language, decision-making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others.
- To help gain access to information and support.
- To develop skills for a healthier, safer lifestyle.
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media.
- To respect and care for their bodies.
- To be prepared for puberty and adulthood.

#### **5. Curriculum coverage**

By the end of Key Stage 2 (KS2), all pupils are expected to have covered the following topics. (See Appendix A for more information.)

Relationships education by the end of KS2 (i.e. Year 6) will have included:

- Families and people who care for the pupil

- Caring friendships
- Respectful relationships
- Online relationships
- Being safe.

Health education by the end of KS2 (i.e. Year 6) will have included:

- Mental well-being
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid
- Changing adolescent bodies.

At Christ Church, we teach aspects of SRE as part of the statutory National Curriculum for Science. Parents do not have the right to withdraw their child/children from statutory coverage.

### **Early Years Foundation Stage curriculum context for learning about SRE**

In Nursery and Reception, children learn about the concept of male and female in relation to both human and animal bodies. Gender is taught in a sensitive way that is respectful and inclusive of trans and non-binary people. In ongoing PSHCE work, they develop skills to form friendships and develop their understanding of themselves and relationships with others.

### **Key Stage 1 curriculum context for learning about SRE**

Through work in Science, Year 1 and 2 children learn about life cycles of some animals, understand the idea of growing from young to old, and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health.

In RE and PSHCE, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death, and talk about the emotions involved. They begin to cooperate with others in work and play, and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

### **In Key Stage 1 Science, Year 1 and 2 pupils will:**

- know that animals, including humans, move, feed, grow, use their senses and reproduce;
- recognise and compare the main external parts of the bodies of animals, including humans;

- know that humans and animals can reproduce offspring and these grow into adults;
- recognise similarities and differences between themselves and others.

**In Key Stage 1 PSHCE, pupils will consider:**

- why all kinds of families are special for caring and sharing;
- the needs of babies and young people;
- the basic rules for keeping themselves safe and healthy;
- safe places to play and safe people to be with – both in the real world and online;
- adults they can trust and who they can ask for help;
- how feelings, attitudes and actions have an impact on other people;
- how to be kind to others and make everyone feel welcome in our school;
- recognise their own worth and identify positive things about themselves;
- taking responsibility for their own thoughts, words, actions and bodies;
- how to listen to, and support, their peers and manage friendship problems;
- why good manners matter.

**Lower Key Stage 2 curriculum context for learning about SRE**

In Science, Year 3 and 4 children build on their knowledge of life cycles. In RE and PSHCE, they continue to develop an understanding of relationships within a family, between friends and the community, and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

**In Lower Key Stage 2 Science, Year 3 and 4 pupils will:**

- know that the life processes common to humans and other animals include nutrition, growth and reproduction;
- know about the main stages of the human life cycle.

**In Lower Key Stage 2 PSHCE, Year 3 and 4 pupils will consider:**

- why it is important to respect other people's viewpoints and beliefs;
- how to see things from other people's viewpoints, including those of parents/carers;
- how to discuss moral questions;
- how people who are believed to be 'different' can sometimes be targeted by bullying and why this is unacceptable;
- when it is appropriate to take a risk and when to say "No" and seek help;
- the diversity of values and customs in the school and in the community;
- the need for trust and love in established relationships;
- recognise and challenge stereotypes, e.g. in relation to gender;
- recognise the pressure of unwanted physical contact, and know ways of resisting it;
- a wide range of different family arrangements, e.g. second marriages, stepfamilies, fostering, extended families, households with two dads, households with two mums, and three or more generations living together.

## **Upper Key Stage 2 (Years 5 and 6) pupils**

We recognise that middle and secondary schools will teach about puberty and sexual issues in upper Key Stage 2. (See Appendix A for a full list of DfE SRE expectations for the end of KS2.)

### **6. Cross-curricular organisation of SRE**

SRE is delivered through Science, RE and PSHCE. There will also be many opportunities – both as planned learning activities and as serendipitous “teachable moments” – to deal with SRE content and themes in a range of other subjects and contexts within school, e.g. English activities, circle and reflection times.

SRE is taught by classroom teachers, teaching assistants and, if appropriate, outside visitors such as the school nurse.

A range of teaching methods which involve children’s full participation are used to teach SRE. These include use of media clips, discussion, drama and role play. SRE is usually delivered in mixed-gender groups.

### **7. Visitors**

Visitors, e.g. the school nurse, should complement but never substitute or replace planned provision or teach anything that contradicts the content and spirit of this policy.

### **8. The role of the PSHCE Subject Leader**

It is the responsibility of the PSHCE Subject Leader to ensure all teachers are aware of this policy and able to plan and teach SRE lessons accordingly.

### **9. Child Protection/confidentiality**

Teachers are aware that effective SRE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a Child Protection issue. In such an event, the staff member will inform the Headteacher/Designated Safeguarding Lead person in line with the school’s Child Protection and Safeguarding Policy and local authority procedures for Child Protection.

Child Protection concerns would override all other considerations, including confidentiality.

### **10. Links with other policies**

This policy is linked with the following policies:

- Anti-Bullying
- Child Protection and Safeguarding
- Confidentiality Statement
- e-Safety
- Equality Information and Objectives
- School Behaviour (Pupil Discipline)

Teachers endeavour to answer questions as honestly as possible, but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

**11. Staff induction**

SRE issues will be included in the induction programme for all new members of staff.

**12. Monitoring and evaluation**

SRE will be monitored and evaluated by the PSHCE Subject Leader every three years.

## **Appendix A: DfE SRE expectations for the end of KS2**

### **End of KS2 expectations: relationships education**

#### **Families and people who care for the pupil**

- That families are important for children growing up because they can give love, security and stability.
- The characteristics of healthy family life: commitment to each other, including in times of difficulty; protection and care for children and other family members; the importance of spending time together and sharing each other's lives.
- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- That marriage (available to both opposite and same sex couples) and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

#### **Caring friendships**

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

#### **Respectful relationships**

- The importance of respecting others, even when they're very different (e.g. physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.

- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and in wider society they can expect to be treated with respect by others, and that, in turn, they should show due respect to others, including those in positions of authority.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

### **Online relationships**

- That people sometimes behave differently online, including by pretending to be someone they're not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online (including when we are anonymous).
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met.
- How information and data is shared and used online.

### **Being safe**

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves or others, and to keep trying until they're heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to get advice (e.g. family, school and/or other sources).

## **End of KS2 expectations: health education**

### **Mental well-being**

- That mental well-being is a normal part of daily life; the same as physical health.
- That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they're feeling and how they're behaving is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
- Isolation and loneliness can affect children, and that it's very important for children to discuss their feelings with an adult and seek support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.
- Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they're worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online).
- It's common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if a accessed early enough.

### **Internet safety and harms**

- That for most people the Internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices, and the impact of positive and negative content online on their own and others' mental and physical well-being.
- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- Why social media, some computer games and online gaming, for example, are age-restricted.
- That the Internet can also be a negative place, where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online, including understanding that information (including that from search engines) is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

## **Physical health and fitness**

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines, and how to achieve this, e.g. walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle (including obesity).
- How and when to seek support, including which adults to speak to in school if they're worried about their health.

## **Healthy eating**

- What constitutes a healthy diet (including understanding calories and other nutritional content).
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating (including, e.g. obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

## **Drugs, alcohol and tobacco**

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

## **Health and prevention**

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good-quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs, including bacteria, viruses, and how they're spread and treated, and the importance of handwashing.
- The facts and science relating to immunisation and vaccination.

## **Basic First Aid**

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first aid, e.g. dealing with common injuries, including head injuries.

## **Changing adolescent bodies**

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual well-being, including the key facts about the menstrual cycle.