

St Thomas' CE Primary School

Sex and Relationships Education (SRE) Policy

May 2018



At St Thomas' we believe that a high quality education within a Christian environment is the best start a child can have in their school life. We understand that children need a secure value system as they grow up. We work in partnership with parents and the Church to build a sense of community and respect for others. Our children are encouraged to be friendly and considerate to one another, to always do their best and achieve the highest standards in their learning.

St Thomas' vision

St Thomas' is a school committed to educational excellence,

Where the riches of the Christian life overflow into school life.

Learning together, playing together, praying together

The Context of Relationships and Sex Education

The starting point for any Christian understanding of relationships and sex is the Bible, which is normative for all Christians. The Anglican response to the Bible has always been that it must be taken with great seriousness, whilst being subject to interpretation, reason and the developing nature of Biblical and historical scholarship. In fact, the Bible has numerous references to sex, marriage and relationships, in both the Old and New Testaments.

There are many Biblical passages that emphasise that humans were designed to need companionship; a partner to provide help and support. There is a strong emphasis on constancy and faithfulness, on monogamy (at least in later Biblical material) and that partnership should be for life. The Bible also contains passages of great passion, showing that physical love is also a gift from God and that sex with the right person, one to whom a serious and thoughtful commitment has been made, is a source of delight and tenderness.

The nature of sex and relationships education

Sex education provides an understanding that positive, caring environments are essential for the development of good self-image and that individuals are in charge of and responsible for their own bodies. It provides knowledge about the processes of reproduction and the nature of sexuality and relationships. It encourages the acquisition of skills and attitudes which allow pupils to manage their relationships in a responsible and healthy manner. It places a loving relationship at the centre of discussions about sexual intercourse.

Governor Responsibilities

St Thomas' Governing Body has decided to offer sex and relationships education. The Governing Body has made a written policy statement below. This statement must be made available to all parents and carers.

Aims

- St Thomas' believes that sex education should be a developmental process and a foundation for further work in the secondary school.
- Sex education in this school contributes to the requirement of the Education Reform Act 1988 which says

that the school curriculum should be one which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils for the opportunities, responsibilities and experiences of adult life
- We aim to follow DfE guidance by preparing pupils to cope with the physical and emotional challenges of growing up, and to give them an elementary understanding of human reproduction.
- The sex and relationships education programme will reflect the school aims by:
 - promoting the Christian ethos
 - enabling the children to become responsible people showing care and tolerance
 - respecting the values, individuality and needs of all
 - involving parents and governors
 - enabling children to become confident and informed in their life choices

Organisation of school sex and relationships education – please see appendix 1, 2 and 3 below.

Sex and relationships education will be taught through both Key Stages. Topics and themes will be developed from year to year in greater depth taking into account the pupils' age and maturity. It will include the development of communication and social skills and will encourage the exploration and clarification of values and attitudes. It will include the National Curriculum guidance.

Appendix 1: The Educational Framework for the delivery of relationships and sex education

Appendix 2: National Curriculum for Science – Statutory

Appendix 3: Personal, Health, Social and Emotional Education (PHSE) – non-statutory

Resources

We will be using Channel 4's 'Living and Growing' as a source for teaching about changes to the body (puberty), how babies are made and born and about reproduction.

Parents and the right to withdraw your child from SRE lessons

The school is committed to working with parents. Under the Education Act 1993 pupils can be withdrawn by their parents from part of sex and relationships education that is outside the compulsory elements of sex education contained in the science curriculum. Parents wanting to exercise this right are asked to speak to the head teacher who will explore the concerns of the parents and the possibilities of adjusting the programme or approach and will discuss any impact that withdrawal may have on the child. Sex education materials will be available for Year 5 and 6 parents to view (appendix 1, 2, 3). They will also be able to see the planned programme and ask questions about it prior to its delivery, and may ask for issues to be included or removed.

Answering difficult questions

Questions asked by children do not have to be answered directly and can be addressed individually later. We believe that individual teachers must use their skill and discretion in these situations and refer to the head if they are concerned. Where a teacher believes that the answer to a question is not appropriate for the whole class they will either answer this question individually or refer the child to their parent.

Confidentiality

As a general rule 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 at danger, she/he is to talk to the Head teacher (who is the child protection officer) who will make a decision if any action is to be taken.

Appendix 1

The Educational Framework for the delivery of relationships and sex education

There are four key strands to the Relationships and Sex Education policy

- a. Commitment, Promise, Trust and Security
- b. Friendship, Companionship, Nurture and Comfort
- c. Children
- d. Sex / Physical Relationships

Key Strand	The school ethos should be such that:-
Commitment, Promise, Trust and Security	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 the school.
Friendship, Companionship, Nurture and Comfort	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.
Children	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 together, yet should recognise and affirm the growth and development of pupils and recognise pupil identity and authenticity.
Sex / Physical Relationships	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

a. Commitment, Praise, Trust and Security Key Curriculum aspects:-

- Myself – recognise and explore their own feelings, and know that they are loved by God.
- 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 – understanding their important place within their family and faith community.
- Our living world – care for and respect living things, plants and animals as part of God's creation.

Indicative vocabulary

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

b. Friendship, Companionship, Nurture and Comfort Key Curriculum aspects:-

- 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 and appreciate each life as a gift of God.

- Our living world – care for and respect living things, plants and animals as part of God’s creation.

Indicative Vocabulary

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

c. Children Key Curriculum aspects:-

- Looking after myself – looking after others, loving your “neighbour.”
- 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 and honesty.

d. Sex / Physical relationships Key Curriculum aspects:-

- The living world – exploration of the wonder of God’s creation.
- New life – birth and development, parents and babies.
- Ourselves and our bodies – eating, sleeping, breathing, exercise and personal hygiene.

Indicative Vocabulary

Touch, see, hear, smell and taste

Key Stage 1

a. Commitment, Praise, Trust and Security Key Curriculum aspects:-

- Myself – 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 belong 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. Linked to stories that Jesus told – e.g. “the pearl of great price” and “the lost coin.”
- Celebrations – baptism, 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, cousin’s etc. promise, honesty, belonging.

b. Friendship, Companionship, Nurture and Comfort Key Curriculum aspects:-

- Belonging – including families, religious groups.
- Healthy living – looking after ourselves responsibly as unique and valued individuals.
- Looking after each other – pets, plants, siblings and friends through acts of responsibility and stewards of God’s creation.
- 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 and good manners.

c. Children Key Curriculum aspects:-

- 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 and honesty.

d. Sex / Physical relationships Key Curriculum aspects:-

- Myself: physical development, what can I do now that I could not do when I was 3, 4 or 5?
- Looking after our bodies – how do we use them with care, enjoyment in physical activity, not using strength to hurt others, every individual valued and loved by God.

Indicative vocabulary: Language of sensory experience and activity

Key Stage 2

a. Commitment, Praise, Trust and Security Key Curriculum aspects:-

- 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 baptism, 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 miracle of reproduction.
- Faith leaders – the teachings of Jesus (and those prescribed in the syllabus) on relationships, justice, forgiveness and fulfilment.

Indicative Vocabulary

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

b. Friendship, Companionship, Nurture and Comfort Key Curriculum aspects:-

- Belonging / not belonging – choosing allegiances, making friends, what happens when things go wrong, reconciliation, forgiveness and being part of God’s family.
- Care for and respect for living things – plants, animals, siblings, friends and stewardship.
- 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 (two great commandments).
- Special people – recognise and respond appropriately to people who help them in their lives.
- Citizenship – relationships, charity work, disability awareness, local communities and loving our neighbour.

Indicative Vocabulary

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

c. Children Key Curriculum aspects:

- Our living world – care and respect for living things, particularly vulnerable or younger children
- Practical experiences of supporting and playing with younger pupils – developing resources and play activities. Jesus valuing children

Indicative vocabulary

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

d. Sex / Physical relationships

Key Curriculum aspects:

- Ourselves: physical growth, the importance of food and diet, exercise and activity, sport and challenge. Changes at puberty, physical, emotional awareness.
- Genetic influences on physical features: who am I like? Family characteristics / similarities, everyone as a unique individual.
- 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. Making informed choices about medicine, drugs and alcohol

Indicative vocabulary

Vocabulary of sexuality (see acceptable sex education resources)

Abuse, honesty, dignity, self control, self discipline, self respect, consent and co-ercion

Year 6 (Sex Education)

Consideration must be given by schools to the education provided in year 6. It is important that parents have the opportunity to look at resources and are made aware when the programme is due to start.

Some aspects for consideration:

- Changes at puberty, physical, emotional awareness of the possibility of pregnancy and paternity.
- Adulthood: what is “grown up?” Changing relationships.
- Moral issues and core values.
- Sex in loving marriage relationships.
- Sexually transmitted diseases.

Children should be taught sex education within a framework which reflects the Church ethos of the school and models and encourages the following values:

- A respect for self and a respect for others.
- Non exploitation in sexual relationships.
- Commitment, trust and bonding within sexual relationships.
- Mutuality in sexual relationships.
- Honesty with self and others.
- A development of critical self awareness for themselves and others.
- An exploration of the rights, duties and responsibilities involved in sexual relationships.
- Compassion, forgiveness, mercy and care when people do not conform to their way of life.
- An acknowledgement and understanding of diversity regarding religion, culture and sexual orientation.
- Self discipline regarding their sexuality

Appendix 2

National Curriculum for Science – Statutory

At Key Stage 1 pupils should be taught to:

- Y1 - identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Y2 - notice that animals, including humans, have offspring which grow into adults. (They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.)

At Key Stage 2 pupils should be taught to:

- Y5 - describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird and describe the life process of reproduction in some plants and animals.
- (Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.)
- (Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.)
- (Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.)
- Y6 - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- (They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, labradors are crossed with poodles. They should also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example, by exploring how giraffes' necks got longer, or the development of insulating fur on the arctic fox. Pupils might find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution)

Appendix 3

Personal, Health, Social and Emotional Education (PHSE) – non-statutory

At Key Stage 1 pupils should:

- know that humans develop at different rates and that human babies have special needs be able to name parts of the body including the reproductive system and to understand the concept of male and female.
- know about personal safety, for example, know that individuals have rights over their own bodies and that there are differences between good touches and bad touches, start to develop basic skills and practice which will help maintain personal safety.
- appreciate ways in which people learn to live and work together; listening, discussing, sharing
- should know there are different types of families and be able to describe the roles of individuals within the family
- understand the importance of valuing oneself and others
- begin to recognise the range of human emotion and ways to deal with these

Psychological aspects

- understand the importance of valuing oneself and others
- begin to recognise the importance of human emotions and ways to deal with these

At Key Stage 2 pupils should:

- begin to know about and have some understanding of the physical, emotional and social changes that take place at puberty
- know and understand how changes at puberty affect the body in relation to hygiene
- know the basic biology of human reproduction and understand some of the skills necessary for parenting
- know that there are different patterns of friendship; be able to talk about friends with important adults
- know that within any environment there are people with different attitudes, values, beliefs and that these influence people's relationship with each other and with the environment

Personal hygiene:

- Know and understand how changes at puberty affect the body in relation to hygiene