

Barham Church of England Primary School



Relationships and Sex Education Policy

Reviewed	April 2018
Next Review	April 2021

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1. 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 Relationships and Sex Education (RSE) 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. RSE should be taught in a way that ensures there is no stigmatisation of children based on their home/personal circumstances. All RSE should be set in a context that is consistent with the school's Trust Deed, Christian ethos and values.

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

2. Definition

Relationships and Sex 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. RSE 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.

Our school's approach to RSE is sensitive to the age and aptitude of the children, but straightforward and factual in line with the law and good pedagogy. It aims to reflect the reality of young people's lives today, especially the persuasive influences of television, video, the internet, social media, peer pressure and young people's literature.

3. Aims and Objectives

We aim to provide pupils with an age appropriate RSE programme that is tailored to their physical and emotional maturity. The intention is to ensure that through RSE pupils:

- Develop confidence in talking, listening and thinking about feelings and relationships
- Are able to correctly name parts of the body and describe how their bodies work
- Are able to protect themselves and ask for help and support
- Are prepared for their development into adulthood
- Know the Christian definition of love in its different forms and contexts
- Acquire information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings

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', DfE ref 0116/2000, p5.

4. Key learning objectives

- Learn to care about others and to be sensitive to their needs and views
- Learn the importance of conscience, Christian values and moral considerations
- Learn to accept differences between people, not exploit them
- Learn the value of family life, marriage, and the importance of stable, loving and caring relationships for the nurture of children
- Learning the importance and responsibilities of the family unit for all its members
- Learn to respect oneself and others
- Learn to be honest, loyal, trustworthy and faithful in relationships
- Learn to take responsibility for one's actions
- Learn to explore, consider, understand and reflect as part of decision making
- Learn to manage emotions and relationships confidently and sensitively
- Develop empathy for others
- Learn to manage conflict

5. Moral Framework

Pupils will be taught RSE 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

6. Content and Organisation

RSE is delivered through planned programmes within Science, RE and PSHE. Occasionally, issues about RSE may arise spontaneously in other lessons where it is not the main focus of the lesson. This is not considered to be part of the planned RSE curriculum and consideration must be given as parents or carers cannot withdraw their children in these circumstances.

Delivery of RSE is through the following curriculum topics (examples only):

Science:

- Life and Living Processes
- Ourselves
- Healthy Living
- Growth

RE:

- Friends, Family and Community
- The Natural World
- Christianity
- Ourselves and the Community

PSHE

- See attached appendix for details of the Jigsaw programme (a comprehensive PSHE resource from reception to Year 6) used by the school. The RSE element of Jigsaw will be taught in the summer term. Parents will be informed by letter about the content.

Focus Days/Weeks

- A mixture of single sex and mixed grouping is used as appropriate
- The programme will be monitored informally by the PSHE coordinator
- At the request of a parent, children may be withdrawn from the non- statutory part of the programme by writing to the headteacher
- The expertise of the school nurse is used where appropriate

7. Equal Opportunities

RSE will be delivered in line with the school's equal opportunities policy within an atmosphere of mutual respect. Resources selected to support the programme will be free from cultural bias wherever possible and will avoid gender stereotyping. RSE will be available to all pupils regardless of gender, culture or disability.

8. Other Issues

Child Protection

See Safeguarding Policy (With reference to Abuse, Forced Marriages and Female Genital Mutilation where appropriate). Always discuss concerns with the designated member of staff.

Personal Beliefs

Beliefs and attitudes of teachers should not influence their teaching of RSE.

Language and Ground Rules in RSE lessons

- No one will feel forced to answer a personal question
- No one will be forced to take part in discussions
- Language used should be easily understood by all
- Correct names for body parts will be used
- Meanings of words will be explained in a simple, factual way

Appendix 1

PSHE Resources by Jigsaw linked to RSE

Year R

Topic	Aim
My Body	Understand that everyone is unique and special
Respecting My body	Can express how they feel when change happens
Growing up	Understand and respect changes they see in themselves
Growth & Change	Understand & respect the changes they see in other people

Year 1

Topic	Aim
Life Cycles	Begin to understand life cycles of animals and humans
Changing Me	Identify changes in me and what has stayed the same
My Changing Body	Identify how I have changed since I was a baby
Boys' and Girls' bodies	Identify how boys are different from girls

Year 2

Topic	Aim
Life Cycles in Nature	Recognise life cycles in nature
Growing from Young to Old	Explain process of growing from young to old
The Changing Me	Identify how I have changed since I was a baby
Boys' and Girls' Bodies	Understand physical differences and appreciate that some parts of my body are private

Year 3

Topic	Aim
How Babies Grow	Understand between conception and growing up a lot of changes happen
Babies	Understand how babies grow and develop before being born
Outside Body Changes	Understand that our bodies need to change in order to have babies
Inside Body Changes	Identify how our bodies need to change on the inside in order to have babies
Family Stereotypes	Recognise any stereotypical ideas I might have about parenting and family roles

Year 4

Topic	Aim
Unique Me	Understand that some of my characteristics come from my birth parents
Having a Baby	Identify internal and external parts of male and female body that are necessary for having a baby
Girls and Puberty	Understand how a girl's body changes in order for her to have babies

Year 5

Topic	Aim
Self and Body Image	To be aware of own self-image and how body image fits into that
Puberty for Girls	Explain how a girl's body changes during puberty and understand importance of looking after yourself physically and emotionally
Puberty for Boys	Understand how a boy's body changes during puberty
Conception	Understand that sexual intercourse can lead to conception and that is how babies are usually made
Looking Ahead	Identify what I am looking forward to about becoming a teenager and understand that this brings growing responsibilities

Year 6

Topic	Aim
Self and Body Image	To be aware of own self-image and how body image fits into that
Puberty	Explain how girls' and boys' bodies change during puberty and understand importance of looking after yourself physically and emotionally
Girl Talk/Boy Talk	Ask questions I need answered about changes during puberty
Babies – Conception to Birth	Describe how a baby develops from conception through the nine months of pregnancy and how it is born
Attraction	Understand how being physically attracted to someone changes the nature of the relationship