



**SEX AND RELATIONSHIPS EDUCATION**  
**POLICY**  
**ST.AUGUSTINE'S C OF E (VA) JUNIOR**  
**SCHOOL**

<b>Head teacher</b> <b>Nicola Pierce</b>	<b>Signed</b>		<b>Date</b>	
<b>Chair of Personnel and Curriculum Committee</b> <b>James Fordham</b>	<b>Signed</b>		<b>Date</b>	

**Date for review: Spring 2018**

**(This policy will be reviewed annually)**

# St Augustine's C of E (VA) Junior School

## Sex and Relationships Education Policy



### **The Philosophy of the School**

The school's philosophy aims to provide a stimulating and caring Christian environment in which each child may experience high standards of education and preparation for the future, working in partnership with parents and the local community. The Policy for Sex and Relationship Education is written in accordance with this philosophy and the aims of the school. In this document, sex education is defined as “learning about physical, moral and emotional development.” It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. Sex education is part of the personal, social and health education curriculum in our school. While we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation.

### **Special Needs Abilities of Pupils**

The Special Needs Co-ordinator will continue to assist in the development of the school's policy concerning the welfare and educational needs of all children at St Augustine's Junior School. Advice will be taken from all appropriate sources and, where necessary, the policy will be adapted to meet each child's needs as an individual.

### **Policy, Formation and Consultation Process**

The policy has been written following the DfE guidelines. (Ref DfE 0116/2000)  
The issues that have been considered in the writing of this policy can be contained under the following broad headings:

- Withdrawal from sex and relationship education lessons
- Use of external visitors
- Resources
- Ideas for involving parents and guardians
- Involving members of the local community
- Special educational needs
- Time allocation
- Teacher responsibility

### **Aims and Objectives of the Policy**

- To reassure children of their value and self-worth including aspects of dignity, self-respect and self-restraint
- To nurture a responsible attitude towards personal relationships including aspects of mutual respect and care and to develop sensitivity towards the needs of others encompassing fidelity and loyalty
- To provide knowledge of loving relationships
- To provide knowledge of human reproductive processes

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- To inform children on matters of personal hygiene and related health issues
- To encourage exploration of values and moral issues taking into account physical and moral risks associated with certain behaviour
- To educate against discrimination and prejudice
- To empower children to make informed choices about sex and relationships

### **Moral and Values Framework**

The Sex and Relationship Education Policy will be sensitive towards the established morals and values framework of the entire major world religions and philosophies with an emphasis on the Christian nature of the school. The Sex and Relationship Education Policy will be complementary with the Religious Education Policy of the school and the Christian Ethos of the school.

### **Sex and Relationship Education Programme**

Governors and teaching staff will take particular care to ensure that the teaching materials used will be of a very high quality and that the aspects of the topics covered will be appropriate to the needs and ages of the pupils at St Augustine's within the context of moral considerations and the values of family life.

At St Augustine's, our SRE teaching planning and resources are taken from Cambridgeshire's Primary Personal and Development Programme.

### **Learning Expectations:**

#### **Lower School (Years 3 and 4)**

**At the end of the unit most pupils will be able to:**

- ❖ Name the main external parts of male and female bodies using scientific names.
- ❖ Give examples of the capabilities of their own bodies and have a positive attitude towards different body shapes and sizes.
- ❖ Describe familiar hygiene routines and have a broad understanding of their own responsibilities for personal hygiene.
- ❖ Explain how common illnesses such as colds or tummy bugs are spread and be able to describe how they can prevent this.
- ❖ Identify the main stages of the human lifecycle.
- ❖ Make generalisations about the responsibilities of adulthood.
- ❖ Explain some ways that parents/carers are responsible for babies.

#### **Upper School (Year 5)**

**At the end of the unit most pupils will be able to:**

- ❖ Use the appropriate use of scientific names for the external and internal sexual parts of the body and be able to explain basic functions.
- ❖ Describe the main changes that will happen at puberty, know some ways to manage them and how it affects people differently.
- ❖ Reflect on their own body image and know some ways to support a positive body image for themselves and others.

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- ❖ Explain the importance of washing regularly and of maintaining other hygiene routines during puberty.
- ❖ Explain ways they can prevent the spread of common diseases.

### **Upper School (Year 6)**

#### **At the end of the unit most pupils will be able to:**

- ❖ Describe the main stages of how a baby is made using some scientific vocabulary.
- ❖ Describe some emotions associated with the onset of puberty and have strategies to deal with these positively.
- ❖ Understand that puberty affects people in different ways both physically and emotionally.
- ❖ Understand that the way they behave affects others and that they have some responsibility to others.
- ❖ Describe some characteristics of a loving, trusting relationship.
- ❖ Understand some basic reasons why a couple might choose to have children.
- ❖ Show awareness of some family arrangements which are different from theirs.

### **Equal Opportunities**

In support of the equal opportunities policy all pupils, regardless of age, ability, sex or race, will have the same opportunities to benefit from the Sex and Relationship Education resources and teaching methods.

### **Organisation of School Sex and Relationship Education**

We teach sex education through different aspects of the curriculum. While we carry out the main sex education teaching in our personal, social and health education (PSHE) curriculum we also teach some sex education through other subject areas (for example, science and PE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing.

### **Who Will Teach It?**

All teaching staff (class teachers) will teach the factual content with the assistance of the School Nurse. Other members of staff will answer direct questions and be aware of the Sex and Relationship Education Policy.

### **Specific Classroom Arrangements**

All Sex and Relationship Education will be taught in mixed sex classes. Children will know that they are free to question further and discuss issues with their own or another teacher.

In Year 6 opportunities are provided for single sex discussion.

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### Child Withdrawal Procedure

Sex and Relationship Education is to be taught across the curriculum and it will not be possible to separate out all the Sex and Relationship Education lessons. There will however, be occasional specific lessons when Health Professionals will be invited to address the children in the presence of the class teacher. Notification will always be sent to parents in advance of such lessons. If a parent/guardian feels it is necessary to withdraw his/her child she/he should arrange to come to school and discuss his/her concerns with the Head teacher/School nurse and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard. In the event of a child being withdrawn from a lesson that child must stay in school and will be assigned to another class until the sex and relationship education lesson is over.

### Dissemination of the policy

The policy will be presented to all staff and a copy made available to them. A copy of the policy will be kept in the shared area of the school network and will also be available from the Head teacher.