



RELATIONSHIP AND SEX EDUCATION POLICY

Personnel and Curriculum Committee



Finance and Premises Committee

Full Governing Body

Christian Character Committee

Headteacher Nicola Pierce	Signature <i>N Pierce</i>	Date: 28/04/2020
Chair of Personnel and Curriculum Committee James Fordham	Signature <i>J Fordham</i>	Date: <i>30th September 2020</i>

Date ratified: Tuesday 28th April 2020

Review date: Spring 2022 (This policy will be reviewed annually)

Our Vision: To be guided by God's wisdom, to embrace challenge and to strive to achieve our best, enjoying all that we do together.



Relationship & Sex Education Policy

The Philosophy of the School

The school's philosophy aims to provide a stimulating and caring Christian environment in which each child will experience high standards of education and preparation for the future, working in partnership with parents and the local community. The Policy for Relationship and Sex Education is written in accordance with this philosophy and the aims of the school. In this document, Relationship and 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. In Year 6, 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 Relationship and 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 particular aspects of Relationship and Sex 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



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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
- 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 relationships and sex.

Moral and Values Framework

The Relationship and Sex 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 Relationship and Sex Education Policy will be complementary with the Religious Education Policy of the school and the Christian Ethos of the school.

Relationship & Sex 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 Relationship and Sex teaching planning and resources are taken and adapted from Cambridgeshire's Primary Personal and Development Programme.



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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 and 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.
- 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.



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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 Relationship and Sex 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 support staff across the school. Other members of staff will answer direct questions and be aware of the Relationship and Sex Education Policy.

Specific Classroom Arrangements

All Relationship and Sex 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.

Child Withdrawal Procedure

Sex Education is to be taught across the curriculum. 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 and make it clear which aspects of the Sex Education programme they do not wish their child to participate in. We would encourage a discussion with the headteacher regarding the benefits of receiving this important information and the detrimental effects that withdrawal may have. All aspects of *Relationship Education* are mandatory and parents/carers do not have the right to withdraw his/her child (as per new statutory status guidelines 2020). Parents/carers do however have the right to withdraw his/her child from aspects of the *Sex Education* curriculum, which does not appear within areas of the Science/PE curriculum. The school will always comply 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 education lesson is over. It is the responsibility of the parent/carer to assign appropriate work for his/her child to complete whilst Sex Education is being completed by the other children.

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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.

Aspects of the mandatory relationship education studies will be explained in more detail in Appendix A (made and produced by 'The key for school leaders' in conjunction with the new statutory guidelines 2020).



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APPENDIX A

RSE expectations: primary

Here's what pupils should know by the end of primary school

Families and people who care for me

- › 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 to their family, but that they should respect those differences and know that other children's families are also characterized 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 represents a formal and legally recognized 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, honesty, trustworthiness, loyalty, kindness, generosity, 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 managing these situations and how to seek help or advice from others if needed

Respectful relationships



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The importance of respecting others, even when they're very different from them (for example, 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 the wider world they can expect to be treated with respect by others, and that in turn they should show 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 face-to-face relationships, including the importance of respect for other online (even when we're 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've 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/unsafe physical and other contact

How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't 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, other sources)

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