



**Respect**

**Creation**

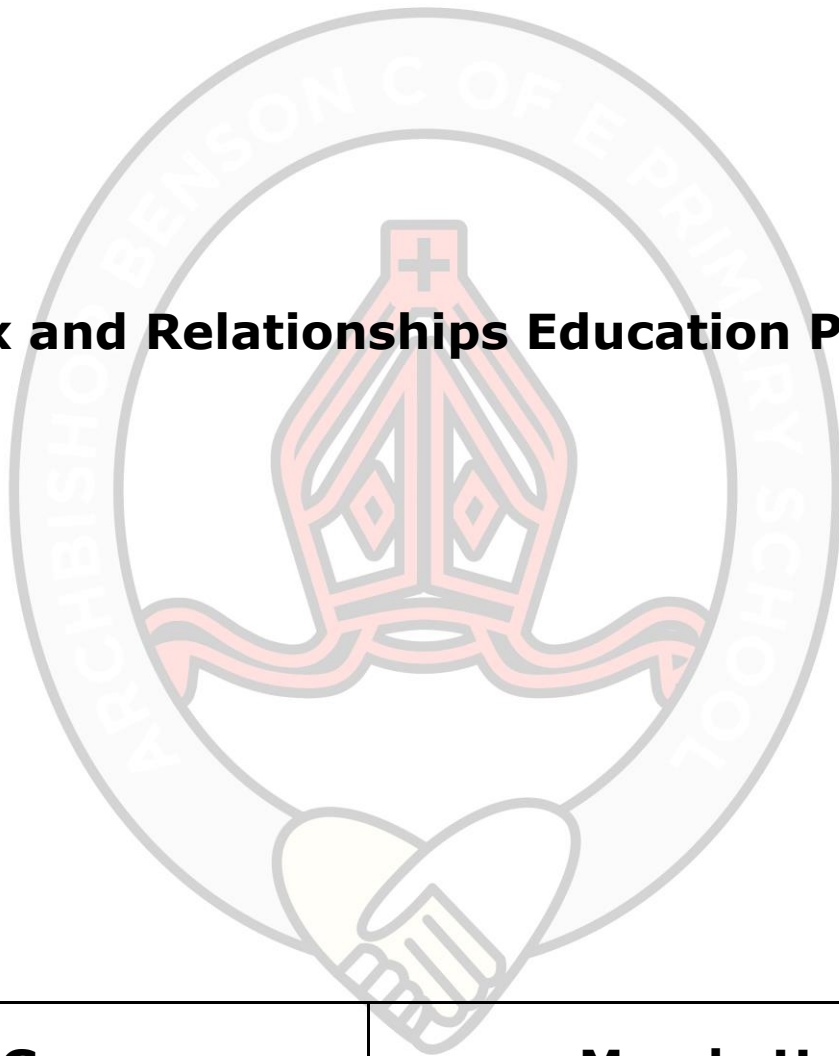
**Fellowship**

**Wisdom**

**Hope**

# ARCHBISHOP BENSON C of E SCHOOL

## Sex and Relationships Education Policy



**Chair of Governors**

**Mandy Hoare**



# Sex and Relationships Education Policy

## 1.0 Introduction

At Archbishop Benson School, we are proud to be a Church of England school rooted in our local community. In keeping with our inclusive vision and values, we are committed to being the school of first choice for all local families providing an excellent education for all our pupils.

Our policies and procedures are focused on ensuring that we all enjoy and achieve within a nurturing and enriching school community.

### Vision:

With **fun and learning**, **hand in hand**, **all things are possible**.

"**I can** do **all things** through **Him** who strengthens me. (Philippians 4:13)

### Values:

**RESPECT**

**CREATION**

**FELLOWSHIP**

**WISDOM**

**HOPE**

### Aims:

To help fulfil this vision the school has the following aims:

- To enable each child to achieve his or her full potential in levels of academic maturity, creativity, spirituality, physical development and independence
- To educate pupils in the principles of the Christian faith, promoting respect for moral values, differing races, religions and ways of life
- To awaken and develop every child's sense of self worth
- To develop respect, commitment and responsibility for others, to equip children to be able to make a positive contribution to the community in which they live
- To provide a wide variety of activities, visits and special events which enrich children's learning

## 2.0 What is Sex and Relationships Education (SRE)

*It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching. (DfEE Guidance 0116/2000)*

## 3.0 Our Moral and Values Framework

Sex and relationships education (SRE) is the right and responsibility of the parent. The school provides SRE to support parents in fulfilling their responsibility. SRE is part of the personal, social and health education (PSHE) curriculum in our school. Although we use the title "Sex & Relationships Education", it would be more accurate to call it "Relationships & Sex Education" because we always teach SRE within the context of relationships. The emphasis is always on the child and how they relate, as they grow and mature, within their families as well as among friends and peers and the focus on sex is within that bigger context.

We teach within a framework of Christian values and the Christian understanding that sex is a gift from God as part of creation. Whilst we use SRE 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. The school recognises that it is a moral body in its own right. As part of the whole curriculum the school seeks to explore issues of right and wrong. The school acknowledges that SRE can be fraught with certain difficulties and whilst it acknowledges different life style choices, it promotes a view that stable loving relationships are the best context for sexual relationships and the bringing-up of children. In addition our SRE promotes self-esteem and emotional health and well-being and helps our pupils form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

All children are equally entitled to receive effective SRE education regardless of their race, gender, ability, cultural background or any disability. We recognise that sensitivity and respect should be shown to all children when teaching about personal relationships and sex education and SRE should be taught in a way to ensure that there is no stigmatisation of children based on their home/personal circumstances

#### **4.0 Our Context**

All SRE in a Church of England school should be set in a context that is consistent with the school's Christian ethos and values. We recognise that we are all "God's children" and are all of equal value and worth in the eyes of God because we have been created in His image.

- SRE should be based on inclusive principles and values, enhancing respect, compassion, loving care and forgiveness.
- SRE should be taught in the light of the belief of the absolute worth of all people and the unconditional infinite love of God.
- SRE should reflect that sex is a gift from God as part of creation: a human longing for an intimate union.
- SRE should be sensitive to the circumstances of all children and be mindful of expressions of family life in our culture, yet it should also uphold the Christian values regarding relationships and marriage.
- 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, morals and Christian belief.

Whilst pupils 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 and inclusion for others.

#### **5.0 The Aims of Sex Education**

4.1 We teach children about:

- The physical development of their bodies as minds and emotions as a consequence of growth from childhood to adulthood
- The way humans reproduce
- Respect for their bodies and the importance of sexual activity as part of a committed and loving relationship

- The importance of marriage and stable loving relationships for the bringing up of children;
- Moral questions
- Relationship issue and the nature of human relationships
- Respect for the views of other people
- What they should do if they are worried about sexual or relationship matters

Our SRE provision takes full account of our legal obligations as an academy and the latest DfES guidance "*Sex and Relationship Education Guidance*". It is also in keeping with our status as a Church of England school. The guidance recommends that effective SRE provision should have three main elements (see below) and that knowledge and facts are well-balanced with an equal focus on values, attitudes and social skills

#### **4.2 Attitudes and Values**

- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas; and
- developing critical thinking as part of decision-making.
- help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives
- provide the confidence to be participating members of society and to value themselves and others

#### **4.3 Personal and Social Skills**

- learning to manage emotions and relationships confidently and sensitively;
- developing positive self-esteem, self-respect and empathy in their relationships with others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict
- learning how to recognise and avoid exploitation and abuse.
- developing communication and assertiveness skills to cope with the influences of their peers and the media
- developing skills for a healthier lifestyle

#### **4.4 Knowledge and Understanding**

- provide the knowledge and information to which all pupils are entitled
- clarify and reinforce existing knowledge
- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay, including the avoidance of unplanned pregnancy.
- prepare for puberty and adulthood

### **5.0 National Healthy Schools Status**



We participate in the National Healthy School scheme, which promotes health education. As participants in this scheme we:

- consult with parents on matters of health education policy
- train all our teachers to teach sex education
- listen to the view of the children in our school regarding SRE
- look positively at any local or national initiatives that support is in providing the best SRE teaching programme that we can devise.

## **6.0 The teaching programme for Sex and Relationship Education**

### **Legal requirements**

All schools must teach the following as part of the National Curriculum Science Orders, parents do not have the right to withdraw their child/children.

*National Curriculum Science 2014*

*Key Stage 1*

*Pupils should be taught to notice that animals, including humans, have offspring which grow into adults (Key Vocab: baby, toddler, child, teenager, adult)*

*Key Stage 2*

*Pupils should be taught to:*

- *Describe the differences in life cycles of a mammal, an amphibian, an insect and a bird.*
- *Describe the life process of reproduction in some plants and animals (pupils should find out about different types of reproduction including sexual reproduction in animals)*

At primary school level, SRE should contribute to the foundation of PSHE and Citizenship by ensuring that all children:

- develop confidence in talking, listening and thinking about feelings and relationships;
- are able to name parts of the body and describe how their bodies work;
- can protect themselves and ask for help and support; and are prepared for puberty.

It is also the responsibility of the whole staff to deliver the National Curriculum Science Order according to the Scheme of Work.

The PSHE and the Science Coordinators are responsible for the overall co-ordination and monitoring of SRE within the school's curriculum

## **7.0 The delivery of SRE**

We use the Christopher Winter Project's (CWP) SRE materials as our whole-school scheme of work. This scheme is endorsed by the Cornwall Healthy Schools Team and is used in many schools across Cornwall. The scheme reinforces teacher confidence in teaching children about sex and relationships at an age-appropriate level and ensures clear progression from year to year. A summary overview of the SRE content is included at the end of this policy. The CWP scheme of work is very similar to the SRE programme we have delivered in previous years and involves many of the resources and materials that staff and parents are already familiar with. Many parents are happy for their children to automatically engage in SRE lessons year on year. However,

we recognise that some parents might like to borrow the series of 3 SRE lessons for each year group, and/or the accompanying DVD.

By sharing our SRE materials with parents, and being available to talk to parents if they have any queries in advance of delivering the SRE lessons, we work together to ensure that our children, at the right age and stage, receive accurate information, not the myths that can pervade the playground. They benefit from informed adult perspectives on the issues that they face and both children and parents feel comfortable talking to each other at home about relationships and sex using a shared vocabulary. We want to do everything we can to support parents to play a full role in educating their child/ren about relationships and sex, in particular so parents can reflect their own values in the way they discuss these issues

### **8.0 Dealing with sensitive issues**

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Class teachers can facilitate the use of an anonymous question box as a distancing technique.

Teachers will endeavour to answer questions as honestly as possible, within the parameters of our scheme of work and the age of the children, 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. Class teachers may choose to have a quiet word with parents if they feel that a child has a question that could be answered better at home than in school

Teachers need to be sure that they are aware of, and prepare for, issues that may arise out of teaching and learning about SRE. The following are protocols for discussion based lessons with pupils:

Before the SRE lessons begin in Summer 2, classes/pupils, where felt necessary, are prepared so that they know how to minimise any embarrassment they might feel. Each class also establishes some clear ground rules to support discussion-based lessons e.g.

- No one will be forced to take part in a discussion.
- Only the correct names for body parts will be used.
- Meanings of words will be explained in a sensible and factual way.
- Discussions about SRE will remain in the classroom

We liaise with parents and ask them to reinforce these ground rules at home and encourage their child/ren to be respectful in the playground and out-of-school as not all parents may want their children to be discussing relationship and sex issues outside of the home or classroom

### **9.0 Methods of teaching and resourcing**

In the delivery of SRE teachers will use a variety of teaching methods and resources. The following are recognised methods for the effective delivery of SRE:

- Discussion
- Drama and role play
- Research and presentation.

Teachers will also use other teaching methods to enable pupils to learn about SRE which are age appropriate, taking into account the developmental needs of

individual pupils. Parents are welcome to discuss with teachers their approach to SRE and the methods of teaching and learning to be used.

The school uses a wide variety of resources, including videos and books. Parents are welcome to view these materials and may borrow them from school to support the sex education of their children in the home context. Books used to support SRE are also found in the school library and pupils may borrow them when and as need occurs. Resources used by the school are produced for schools by educational publishers and are intended for pupils in the light of best current research into SRE.

#### **10.0 The role of parents**

10.1 The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supportive relationship with the parents of children at

- Inform parents about the school's SRE policy & practice
- Answer any questions that parents may have about the sex education of their child
- Take seriously any issues that parents raise with teachers or governors about this policy or arrangements for SRE in the school
- Inform parents about the teaching of SRE in school so that parents and school can work together to support the child with regard to sex education.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

10.2 We recognise that parents have the right to withdraw their child from all or part of the SRE programme that we teach in our school but we feel strongly that no child should miss out on this progressive scheme of work. We strongly encourage parents to speak to their child's class teacher and see the resources that we use & how we use them. If parents then still wish for their child to be withdrawn from SRE, then they are asked to put this in writing to Mrs Giblett, the headteacher. On receiving such a request, Mrs Giblett would meet with these parents so they could discuss their concerns and so that they can make it clear which aspects of the programme they do not want their child to participate in. However this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education.

The school will always comply with the wishes of parents in this regard. Where a parent withdraws their child from SRE, the child's name is added to an SRE register so that we have a clear central record. These children will continue to remain withdrawn from SRE until such time as parents inform the school otherwise but will be taught, in the relevant year/s, the reproduction aspects of the statutory Science curriculum

#### **11.0 The role of the Headteacher**

- It is the responsibility of the headteacher to ensure that both staff and parents are informed about our sex education policy, and that the policy is implemented effectively.
- It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- The headteacher liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with children on these issues are aware of the

- school policy, and that they work within this framework.
- The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

## **12.0 The role of teachers**

- It is the responsibility of all teachers to work together to ensure a consistent & progressive delivery of the school's SRE policy and scheme of work and that SRE must be taught at both Key Stages and not left until Year 6.
- All teachers are responsible for teaching about and modelling good relationships within school. Much of the general work in school is based on good relationships and in this regard SRE is supported by the school's behaviour management policy
- It is the responsibility of the class teacher to ensure that parents are aware, in advance, of SRE sessions being taught about the issues to be covered and to seek their support in exploring these issues in the home context.
- Teachers must engage with parents, where required, about age-related SRE sessions & materials
- It is also the teacher's responsibility to retain secure, age-related SRE subject knowledge so that they can teach effectively and handle any difficult issues with confidence and sensitivity.

## **13.0 The role of other members of the community**

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our SRE programme. Other people that we call on include local clergy, social workers and youth workers.

## **14.0 Confidentiality and safeguarding children procedures**

Teachers conduct SRE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved, in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that he/she may have been a victim of abuse. If the teachers have concerns, they will draw their concerns to the attention of the headteacher and/or the Designated Safeguarding Lead. The headteacher will then deal with the matter in consultation with other professionals. (See also Child Protection Policy.)

## **13.0 Monitoring and evaluating SRE**

As stated above it is the PHSE and Science Leads' responsibility to:

- a) Ensure that SRE occurs in the school's curriculum according to the schemes of work for Science and PSHE
- b) Monitor the use of teaching and learning styles;
- c) Monitor the use of teaching materials;
- d) Evaluate the effectiveness of the schools programme



The PSHE and Science Leads will be given time to monitor and evaluate the schools SRE programme as it occurs in the school's schemes of work for each Key Stage.

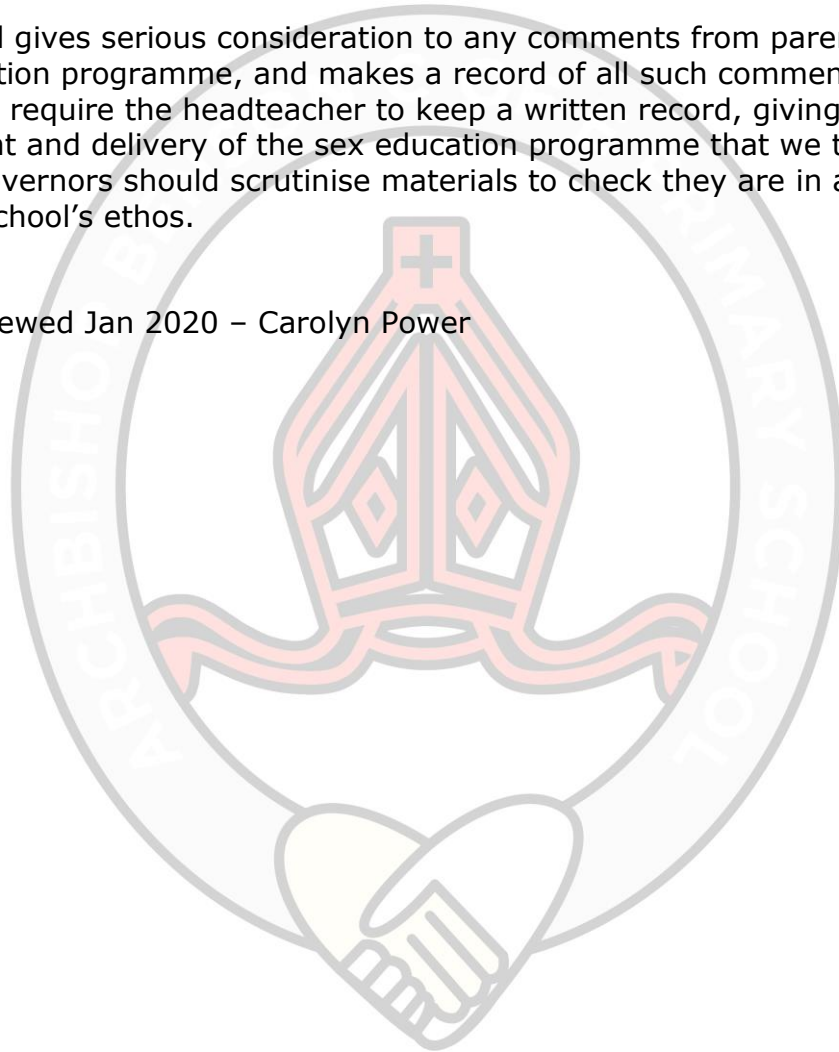
### **Policy review**

This policy will be reviewed every two years from the date below. Designated governors will monitor the SRE policy along with the PSHE and the Science Co-ordinator look at its effectiveness and impact. In reviewing the policy it will consult the following groups:

- parents
- staff
- pupils

The school gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments. Governors require the headteacher to keep a written record, giving details of the content and delivery of the sex education programme that we teach in our school. Governors should scrutinise materials to check they are in accordance with the school's ethos.

Policy reviewed Jan 2020 – Carolyn Power



Year group	Word box	Lesson 1		Lesson 2		Lesson 3	
		Learning intentions	Learning outcomes	Learning intentions	Learning outcomes	Learning intentions	Learning outcomes
<b>1</b> <b>Growing and caring for Ourselves</b>	Clean, similar, different, family, boy, girl, male, female, body parts, penis, vagina	To understand some basic hygiene principles.	Know how to keep clean and look after oneself.	To introduce the concept of growing and changing.	Know how people grow & change. Understand that babies become children and then adults. Know the differences between boy and girl babies.	To explore the different types of families and who to ask for help.	Know there are different types of families. Know which people we can ask for help.
<b>2</b> <b>Differences</b>	<b>Similar, different, boy, girl, male, female, body parts, penis, vagina</b> , sex gender roles, stereotypes <i>(Video words only: clitoris, sex parts- lesson 2)</i>	To introduce the concept of male and female gender stereotypes. To identify differences between males and females.	Talk about the ways boys and girls can be the same & different. Understand that some people have fixed ideas about what boys & girls can do. <b>Describe the difference between male &amp; female babies.</b>	To explore some of the differences between males and females and to understand how this is part of the lifecycle.	Describe some of the differences between male & female animals. Describe some differences between boys and girls. Understand that making a new life needs a male & a female. <i>(DVD – Living and Growing, Unit 1, Prog 1, Differences)</i>	To focus on sexual difference and name body parts.	Describe the physical differences between males and females. Name the male and female body parts.
<b>3</b> <b>Valuing Difference and Keeping Safe</b>	<b>Similar, different, male, female, body parts, penis, vagina, gender roles, stereotypes</b> , family, fostering, adoption, relationship <i>(Video only: clitoris, sex parts - lesson 1)</i>	To explore the differences between males and females and to name the body parts.	Know some differences between males and females and to name the body parts. Name male and female body parts using agreed words. <i>(DVD – Living and Growing, Unit 1, Prog 1, Differences – recap from Y2)</i>	To consider touch and to know that a person has the right to say what they like and dislike.	Identify different types of touch that people like and do not like. Understand personal space. Talk about ways of dealing with unwanted touch.	To explore different types of families and who to go to for help and support.	Understand that all families are different and have different family members. Identify who to go to for help and support.
<b>4</b> <b>Growing Up</b>	Puberty, life cycle, reproduction, physical, pregnancy, breasts, womb sperm, egg, pubic hair, emotions, feelings <i>(Video only: testicles, ovaries, - lesson 2)</i>	To explore the human life cycle.	Describe the main stages of the human lifecycle. Describe the body changes that happen when a child grows up.	To identify some basic facts about puberty, reproduction, and pregnancy.	Know that during puberty, the body changes from a child into a young adult. Understand why the body changes during puberty. Identify some basic facts about pregnancy. <i>(DVD – Living &amp; Growing, Unit1, Prog2, How did I get here)</i>	To learn about the physical changes associated with puberty.	Know about the physical and emotional changes that happen in puberty. Know that each person experiences puberty differently.
<b>5</b> <b>Puberty</b>	<b>Puberty, breasts, pubic hair, penis, vagina, physical changes, emotional changes</b> , moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, <b>ovaries</b> , sweat, spots, facial hair, underarm hair, sexual feelings, testicles, scrotum, sperm <i>(Video only: clitoris, sex parts - lesson 1; Boy Talk - wanking, masturbation, orgasm, lesson 3, Girl Talk – as above)</i>	To explore the emotional and physical changes occurring in puberty.	Explain the main physical and emotional changes that happen during puberty. Ask questions about puberty with confidence. <i>(DVD – Living and Growing, Unit 2, Prog 4, Changes)</i>	To understand male and female changes in more detail.	Understand how puberty affects the body and the emotions. Describe how to manage physical and emotional changes.	To explore the impact of puberty on the body and then importance of physical hygiene <i>(building on Growing and Caring for Ourselves – Y1)</i> To explore ways to get support during puberty.	Explain how to stay clean during puberty. Describe how emotions change during puberty. Know how to get help and support during puberty. <i>DVD – Living and Growing, Unit 3, Prog 8 - Boy Talk Ch 2, Prog 7 Girl Talk Ch 3</i>
<b>6</b> <b>Puberty and Reproduction</b>	Womb, <b>sperm, egg</b> , conception, fertilisation, <b>pregnancy</b> , sexual intercourse, twins, <b>fostering, adoption, relationship</b> , friendship, love, consent, intimacy, <b>testicles, penis, vagina</b> <i>(Video only: cartoon of a couple having sexual intercourse )</i>	To consider puberty and reproduction.	Describe how and why the body changes during puberty in preparation for reproduction. Talk about puberty and reproduction with confidence.	To consider reproduction in the context of relationships.	Discuss different types of adult relationships with confidence. Explain how babies are made. <i>(DVD – Living and Growing, Unit 2, Prog 5, How Babies are Made)</i>	To explore the process of conception and pregnancy.	Describe the decisions that have to be made before having a baby. Know some basic facts about pregnancy and conception.



