

Newton Flotman  
C of E V.C. Primary School



Sex & Relationships  
Education Policy

Policy agreed by: \_\_\_\_\_

Date: \_\_\_\_\_

Review date: \_\_\_\_\_

The staff and governors of the school, in consultation with parents, have developed this policy. We acknowledge and adopt the Norwich Diocesan Board of Education Policy and Guidelines for Sex and Relationships Education in Church of England Schools. (*Attached*)

### **Sex and Relationships Education**

Sex and Relationships Education is lifelong learning about physical, moral and emotional development. It includes the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It also includes the teaching of sex, sexuality and sexual health. We will set Sex and Relationships Education in a context that is consistent with the school's Christian ethos and values.

### **Aims**

These aims take into account the views of pupils, staff, governors and parents. We aim to help pupils develop:

- Feelings of self confidence, self worth and self esteem
- Respect for other people's feelings, cultures and family structures
- The ability to express themselves with appropriate language regarding their own bodies
- Awareness of the life cycle and the different needs at each stage
- An understanding of the consequences of decision making
- The ability to form loving and caring relationships
- The ability to express feelings and emotions
- Skills and understanding of how to keep themselves safe
- An understanding of appropriate sexual behaviour

### **Teaching & Learning**

The learning outcomes of Sex and Relationships Education reflect a balance between:

- Personal and social skills
- Knowledge and understanding
- Attitudes and values

In our school all children will be encouraged to:

- Develop confidence in talking, listening and thinking about feelings and relationships
- Name parts of the body and describe how their bodies work
- Protect themselves and ask for help and support
- Be prepared for puberty

The National Curriculum science order requires certain elements of SRE to be taught.

At Key Stage 1, 5-7 year olds should be taught:

- That animals including humans, move, feed, grow, use their senses and reproduce
- To recognise and compare the main external parts of the body of humans

- That humans and animals can produce offspring and these grow into adults
- To recognise similarities and differences between themselves and others and treat others with sensitivity

At Key Stage 2, 7-11 year olds should be taught:

- That the life processes common to humans and other animals include nutrition, growth and reproduction
- About the main stages of the human life cycle

Further details can be found in the scheme of work for Science for Key Stages 1 & 2.

Sex and Relationships Education will be taught in very broad terms in the early years with a more structured programme in Years 5 & 6.

Governors and staff have decided that it will be more appropriate to teach Sex and Relationships Education to boys and girls separately in Years 5 & 6, with a general overview to the whole class.

A full outline of the programme can be found in the 'PSHE & Citizenship Toolkit for Planning' file.

Teachers will need to set clear parameters of what is appropriate and inappropriate in a whole class setting. They will respond sensitively and honestly to questions and may defer answering certain questions and, if appropriate, return to it later on an individual basis or refer to parents.

### **Curriculum Links and Responsibility**

One member of staff is responsible for the co-ordination of Sex and Relationships Education and is available for help and advice. It is widely acknowledged that opportunities exist for the delivery of Sex and Relationships Education in many other curriculum subjects.

This policy has clear links with other curriculum subjects and policies:

- |                       |                       |
|-----------------------|-----------------------|
| • Science             | • Confidentiality     |
| • SEN                 | • Child protection    |
| • PSHE & Citizenship  | • Assessment          |
| • Equal opportunities | • Teaching & Learning |
| • Anti-racist         | • Health & Safety     |
| • Behaviour           | • RE                  |
| • Anti-bullying       |                       |

### **Monitoring and evaluating**

The subject leader for PSHE will be responsible for monitoring plans, lessons and work samples where relevant and for checking resources.

Feedback from staff, pupils, parents, governors and supporting agencies concerning the quality of the Sex and Relationships Education programme is welcomed.

### **Special Educational Needs**

Mainstream schools have a duty to ensure that children with special educational needs are properly included in Sex and Relationships Education. Work may need to be planned in different ways in order to meet the individual needs of children.

### **Parents**

Parents have the right to withdraw their children from SRE except for those parts included in the statutory National Curriculum. Any parent wishing to withdraw their child should discuss the matter with the Headteacher.

It is recognised that parents are the key people in teaching their children about sex, relationships and growing up. The school will work in partnership with parents on the content of Sex and Relationships Education programmes.

The school will consult with parents about the detailed content of what is to be taught. Parents will be encouraged to talk to their children about the education programme.

### **Resources include**

- Channel 4 'Living and Growing' video series.

**Norwich Diocesan Board of Education**  
**Policy & Guidelines for Sex and Relationships Education in Church of England Schools**

<b>Policy</b>	<b>Guidelines</b>
<p>1 All Sex and Relationships (SRE) education in a C of E school should be set in a context that is consistent with its Christian ethos and values.</p>	<ul style="list-style-type: none"> <li>• Inclusive Christian principles and values emphasise tolerance, compassion &amp; forgiveness, not condemnation.</li> <li>• Consider traditional and contemporary viewpoints.</li> <li>• SRE should be sensitive to the circumstances of children, yet uphold the Christian values regarding relationships and marriage.</li> </ul>
<p>2 Authority and responsibility for decisions regarding SRE lie with the Governing Body (GB). Dialogue with parents is encouraged and expected.</p>	
<p>3 The content and delivery of SRE should give priority to ensuring that no child’s family circumstances or personal values are criticized or devalued.</p>	

<p>4 Issues regarding human sexuality should be addressed sensitively.</p>	<ul style="list-style-type: none"><li>• Regard should always be given to the age of the class or group.</li></ul>
<p>5 Abuse, disrespect and judgmental comments or attitudes should never be tolerated.</p>	<ul style="list-style-type: none"><li>• It would be expected that this would be part of the wider SMSC policy of a C of E school.</li></ul>