Shocklach Oviatt CE Primary School
Sex and Relationships Policy
03/DM/09

1. Introduction

We have based our school's sex and relationship policy on the DfEE guidance document Sex and Relationship Education Guidance (ref DfEE 0116/2000) and on ‘Sex and Relationships Guidance: A Christian Perspective’ from Chester Diocesan Board of Education.

In these 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.' (DfEE 0116/2000)

At Shocklach, sex and relationship education is part of the PHSE curriculum. Whithin this church school the Christian ethos will provide the context within which all personal development takes place. This means that Christian values and attitudes, with the emphasis on the importance of marriage, family and stable relationships, will permeate all the curriculum, both explicit and ‘hidden’. These values will help to build a child’s self-esteem, self-awareness and a sense of moral responsibility.

We acknowledge that there will be a wide variety of home experiences and situations. All children and their families have a right to privacy, respect and acceptance and our approach will always be non-judgemental and respectful. However, as a Christian school, whilst recognising the diversity of family backgrounds, it is still possible to promote the traditional view in which a sexual relationship constitutes an integral part of the life of a stable, loving, married couple.

2. Aims

To complement and support the work of parents.
To prepare pupils to cope with the physical and emotional challenges of growing up.
To give pupils an elementary understanding of human reproduction.
To support the personal and social development of all pupils.
To offer balanced and factual information appropriate to the age and maturity of the pupils acknowledging the moral and ethical issues involved.

3. Objectives

To discover what pupils know, understand, think and feel and to identify their needs.
To create a programme for progressive and differentiated learning which caters to pupils ’needs and is sensitive to individuals and groups.
To encourage unembarrassed acceptance of sexuality by providing appropriate vocabulary for parts of the body and encourage positive attitudes to all bodily functions.
To generate an atmosphere where questions and discussions on sexual matters can the place without embarrassment.
To counteract misunderstanding of how the body functions.
To enable pupils to accept variation in rates of growth and development (physical, emotional, social) and in ages when puberty or sexual activities commence.
To provide constant reassurance that change is part of the life cycle and to give help in adjusting to these changes.
To recognise the value of loving and caring relationships.

4. Curriculum Content

The teaching of all sex and relationship education is set within a clear, balanced sensitive and moral framework in which pupils are encouraged to consider the importance of respect, acceptance of responsibility, sensitivity, self-esteem, dignity, self-restraint, loyalty and fidelity.

5. Strategies

It is important that a range of teaching approaches is employed.
Children need to acquire knowledge but also have opportunities to discuss issues openly.
Group work is important as it enables children to develop personal and social skills, exchange ideas and express attitudes.
Consideration needs to be given to the organisation of group work, for example. size and composition of groups, negotiating ground rules to promote a confident and secure atmosphere. In Year 6 some sex education may be taught in single-sex groups.

6. Parents

Although the education of children on sexual and relationship matters is primarily the right and duty of the parents, the school accepts its responsibility to provide sex education for all children. Sex and relationship education teaching is, therefore, complementary to and supportive of the parent's role.
Parents have the right to withdraw their child from sex education lessons but not from those elements that form part of the National Curriculum Science Order

(see appendix 1). Parents will, therefore, be notified through the weekly newsletter in advance of the lessons taking place and will be given an opportunity to view and discuss the materials used.

7. Responding to Children's Questions

During lessons on sex education children may ask questions about topics which are not specifically taught as part of a planned programme. Such topics might include contraception, sexually transmitted diseases, homosexuality, abortion, rape etc. The teacher has to decide whether:
1. To answer the question right away.
2. To ask the child to wait for the answer until the class has been dismissed.
3. To contact the child's parents.
4. To deal with the question in accordance with the school’s Child Protection Policy because there is a child protection issue.
As a general rule if the question is about something which is likely to be appropriate to and relevant for the majority of the class, then it should be answered honestly, openly and right away.
All staff, including teaching and support staff, may be asked questions relating to sexual matters. The adult should be clear about what the child wants to know and the reason why. This will give an indication of the child's own level of understanding. If possible a simple, honest answer should be given but if a member of staff feels uncomfortable then the question should be referred to the headteacher, assistant headteachers and/or the child's classteacher. Staff should not promise confidentiality. If a child protection issue came to light, it must be reported to the headteacher who would take the appropriate action.

8. Use of Visitors

If visitors, for example the school nurse, are used to support the provision of sex education, the teacher(s) must ensure that:
A preliminary meeting has taken place to ensure appropriate content.
That the content of the school's policy is known and understood.
That the needs of the individual class are catered for.
The teacher is present so they can follow up the input at a later stage.
The visitor can offer something specific and useful that the teacher cannot.
The children have been told before hand of the visit and are prepared.
That the visitor has experience in SRE and working with children.

9. Resources

Books, television and video programmes will be used to support the curriculum. Parents will be invited to view these resources should they so wish to.

10. Assessment and Record Keeping

Long term, medium term and short term planning documents show knowledge covered
by the schemes of work based on school guidelines.
Older children will be encouraged to reflect on, evaluate and feedback on the sex and relationship education as appropriate.

11. Equal Opportunities

Children will have equal access to the sex and relationship education unless specifically withdrawn from this provision by their parents. Extra care will be taken to ensure sensitivity is shown towards children whose maturity, experience of family life, sexual knowledge and moral framework is a cause for concern.

12. **Monitoring the Policy**

The policy was written in consultation with staff, parents and governors. It will be monitored and reviewed in line with the school monitoring policy**.**

Appendix 1

Educational Framework for the Delivery of Sex and Relationship Education: 4 Key Strands – links to NC subjects and RE

A. Commitment, promise, trust, security

The school ethos should be such that:

school policies and reality should show a commitment to building self-esteem, modelling conflict resolution, protection of the weak, justice and compassion. Mutual respect and trust should be central to all relationships within the school.

Foundation Stage

Key curriculum issues

- Myself - recognise and explore own feelings
- My friends - establish effective relationships with other children and adults
- Special people to me - recognise and respond appropriately to key figures in their lives
- Belonging - understand their important place within their family and class groups

- Our living world - care for and respect living things, plants and animals

Indicative Vocabulary
Happiness, sadness, special, friendship, love, belonging, trust, please, thank you, sharing.

Key Stage 1

Key curriculum issues

- Special people to me - recognise and respond appropriately to people at home and school whom they can trust
- Belonging - understanding their responsibilities within the groups they have joined or belong to, e.g. Rainbows, Beavers, the Church
- My special things - understand why some things are special or precious; how to treat precious things, how to look after things
- Celebrations - baptisms, joy of new baby and its welcome and care
- weddings, joy of marriage, hopes for the future, lifelong commitment

Indicative Vocabulary

Love, forgiveness, trust, security, friendship, relations, husband, wife, siblings, cousins, etc. promise, honesty, belonging

Key Stage 2

Key curriculum issues

- Commitment and promises - responsibilities and rights within the groups to which they belong, e.g. teams, choirs, group activities
- Ceremonies/commitment - understanding the importance and implications of commitment in baptisms, coming-of-age ceremonies and weddings, and meaning of symbols
- Christian marriage (and any other faith in syllabus)
- Beliefs and practices emphasising the importance of support and witness to friends and community
- Beautiful world, wonderful God - reflections on the natural world and its wonders. How it should be cared for along with its people. The miracles of reproduction and multiplication.
- Faith leaders - the teachings of Jesus (and those prescribed by the syllabus) on relationships, justice, forgiveness and fulfilment.

Indicative Vocabulary

Loyalty, tolerance, hope, commitment, patience, respect, dependability, abuse, compassion, compromise, security, justice, exploitation, perseverance, equality

B. Friendship, Companionship, Nurture, Comfort

The school ethos should be such that:

there is an atmosphere where feelings and good and bad experiences are shared and taken seriously; where values such as forgiveness and love are discussed and lived out; where community activities and group activities are pleasurable and rewarding and participants of all ages are able to enjoy each other's company.

Foundation Stage

Key curriculum issues

- Myself - recognise and explore their own feelings
- My friends - establish effective relationships with other children and adults, learn to listen and talk about feelings
- Special people to me - recognise and respond appropriately to key figures in their lives
- My life - appreciate the wonder of birth and development
- Our living world - care for and respect living things, plants and animals

Indicative Vocabulary

Friendship, help, happiness, sadness, laughter, tears, thank you, sorry, kindness, sharing

Key Stage 1

Key curriculum issues

- Belonging - including families, religious groups
- Healthy living - looking after ourselves responsibly;
- Looking after each other - pets, plants, siblings and friends through acts of responsibility
- Special people to me - recognise and respond appropriately to key figures in their lives;
- Language of feelings - learn and use language for emotions

Indicative Vocabulary

Help, support, responsibility, encouragement, joy, sympathy, forgiveness, helpfulness, patience, sharing, good manners

Key Stage 2

Key curriculum issues

- Belonging/not belonging - choosing allegiances, making friends, what happens when things go wrong, reconciliation
- Care for and respect for living things - plants, animals, siblings, friends
- My senses - listening to each other, exploration of touch
- Belonging - understanding their importance and the importance of others to the groups to which they belong -particularly families
- Special people - recognise and respond appropriately to people who help them in their lives
- Citizenship - relationships; charity work; disability awareness; local communities

Indicative Vocabulary

Forgiveness, companion, neighbour, compromise, joy, allegiances, comfort, discomfort, appropriate behaviour, rights, responsibilities, loneliness, hurt, generosity, sincerity, dependability, humour, loyalty, honesty.

C. <u>Children</u>

The school ethos should be such that:

their systems encourage older pupils to help with the learning and play of younger pupils. There should be activities that encourage mixed ages to be actively involved together, yet should recognise and affirm the growth and development of pupils and recognise pupil identity and authenticity.

Foundation Stage

Key curriculum issues

- Looking after myself - looking after others
- Recognising and naming my feelings; recognising the feelings of others
- Keeping safe - how do we keep ourselves safe?
- Feeling happy and feeling sad - what makes us feel good?

Indicative Vocabulary

Love, brother, sister, parent, hurt, sharing, honesty

Key Stage 1

Key curriculum issues

- My life - babies and new life; the wonder of birth and development; the vulnerability of babies
- What do babies and young children need? Love, stability, care, etc.
- Keeping safe, appropriate behaviour
- Recognise - places and people that keep them safe and reflect on how they should respond
- The difference between needing and wanting

Indicative Vocabulary

Parent, love, patience, discipline, care, safety, sharing, helpfulness, joy, good manners, co- operation, honesty

Key Stage 2

Key curriculum issues

- Our living world - care and respect for living things, particularly vulnerable or younger
- Practical experiences of supporting and playing with younger pupils - developing resources and play activities.

Indicative Vocabulary

Care, nurture, safety, role models, guidance, sympathy, generosity, loyalty, consideration, good manners.

D. <u>Sex/Physical Relationship</u>

The school ethos should be such that:

the school has clear policies on Equal Opportunities and anti-bullying that are adhered to by all the adults in the school community. Good role models are provided for pupils of respectful, sensitive relationships between adults and the

same approach is nurtured amongst pupils.Clear guidance is provided on child protection issues.

Foundation Stage

Key curriculum issues

- The living world - exploration of the wonder of creation
- New life - birth and development, parents and babies
- Ourselves and our bodies - eating, sleeping, breathing, going to the toilet

Indicative Vocabulary

Touch, see, hear, smell, taste.

Key Stage 1

Key curriculum issues

- Myself: physical development, what can I do now that I could not do when I was 3, 4, 5?
- Looking after our bodies - how do we use them with care, enjoyment in physical activity, not using strength to hurt others.?

Indicative Vocabulary

Language of sensory experience and activity

Key Stage 2

Key curriculum issues

- Ourselves: physical growth, the importance of food and diet, exercise and activity, sport and challenge
- Genetic influences on physical features: who am I like? Family characteristics/ similarities
- Variety and difference in physical appearance and capability - celebrating a rainbow world
- How we can help ourselves; looking after our bodies, keeping clean and well-groomed, healthy eating, building up strength and fitness. What happens when we get it wrong; eating disorders and obesity
- Sex education: changes at puberty: physical, emotional; awareness of the possibility of pregnancy/paternity
- Adulthood: what is "grown-up"? Changing relationships
- Moral issues and core values
- Sex in loving marriage relationship

Indicative Vocabulary

Vocabulary of sexuality (see acceptable sex education resources)
Abuse, honesty, dignity, self-control, self-discipline, self respect, consent, coercion

Appendix 2

Scheme of Work
Key Stage 1

1. Body - body parts - children have great interest in their body e.g. P.E., games etc.
2. Growth - life cycles, eggs, kittens etc.
3. Personal hygiene and care - dental health, healthy eating, diets etc. nurse, healthy food in school - no sweets etc.
4. Adults, children - differences and similarities, respect for others, celebrate differences. Value cultural diversity.

Key Stage 2
Year 3

1. Correct name for body parts.
2. Greater detail of body.
3. Personal hygiene - headline etc.

resources - magnetic board, video, books.

Year 4 - Puberty

Resources - video B.B.C.
magnetic board
books etc.
school nurse

Year 5 - Birth of Baby

The growing baby
Preparations
The Birth

Resources - B.B.C. video, school nurse, books etc.

Year 6 - Family Life

The body
Conception
Menstruation

Resources - B.B.C. video etc. school nurse.

Resources

Visits by school nurse.
Mums-to-be pregnancy, new babies etc.
Video - B.B.C. Sex education programmes

1. Growing to Puberty
2. Birth of a baby
3. Conception

Magnetic board and body pack.
Books.
'Healthy Me' project.
Leaflets and brochures - Health department.

Appendix 3

Extract from *Marriage - A Teaching document from the House of Bishops of the Church of England, pages 7-9*

Why is marriage important?

God is love (1 John 4,16), and in creating human beings he has called us to love, both himself and one another. The love of God the Father for his Son is the ground of all human love, and through the Holy Spirit we may dwell in that love, which the Son has shown to us (John 15,9). Marriage is a pattern that God has given in creation, deeply rooted in our social instincts, through which a man and a woman may learn love together over the course of their lives. We marry not only because we love, but to be helped to love. Without the practice and disciplines of marriage, our love will be exhausted and fail us, perhaps very harmfully to ourselves and others. When publicly and lawfully we enter into marriage, we commit ourselves to live and grow together in this love.

Marriage is not, of course, the only pattern that is given for a life of love. Unmarried people, of whom Jesus himself was one, have a different pattern of loving relationships, also to be valued and appreciated. Such people also have a special place in the life of the Church, since they have often made a decisive contribution by being available for initiatives in ministry. Married people too, love others than their partners: they love their children, friends, strangers, and even their enemies (cf. Mt 5.44). But their marriage is the central focus of their relationships, around which other relationships grow; their home life together is their primary contribution to society. Sexual; intercourse, as an expression of faithful intimacy, properly belongs within marriage exclusively. The three blessings that belong to marriage are traditionally described as the procreation and nurture of children, the hallowing and right direction of natural instincts and affections, and the mutual society, help and comfort which each affords the other in prosperity and adversity.

Through marriage each of the partners grows in maturity, and is helped to overcome personal failings and inadequacies. It is a school of patience and forgiveness. By it a new unit of society is created: a couple, stronger than the sum of its members, held together by the bond of domestic friendship. Together the couple can extend love to other people: to their own children, in the first instance, who belong naturally within their domestic circle; and not only them, but to many others who interact with them in a variety of ways. Their love enables them to make a strong contribution to society so that the weakening of marriage has serious implications for the mutual belonging and care that is exercised with the community at large.

Love has many aspects. It includes the fascination that draws us to those with whom we resonate and whom we find exiting. It includes the sense of loyalty we feel to those who are "our own", members of our family or community. It includes the willingness to sacrifice ourselves for others' welfare, and it includes the respectful appreciation of another's qualities and gifts which make close co-operation possible. It is not a mistake that all these different things are summed up by the one word "love", for a deep and growing love includes them all in different measures at different times. For love in marriage to grow, it must develop not along one of these fronts only, but now along one, now along another. The emotional failure of a marriage may indicate that one or both partners have not recognised the need for growth, and are looking simply to repeat the same kind of emotional satisfactions with which their love began.

(*Marriage - A teaching document from the House of Bishops of the Church of England,* Church House Publishing, 1999, pp. 7-9)

Appendix 4

Extract from the marriage services

A. The Book of Common Prayer

Dearly beloved, we are gathered together here in the sight of God, and in the face of this congregation, to join together this Man and this Woman in holy Matrimony; which is an honourable estate, instituted of God in the time of man's innocency, signifying unto us the mystical union that is betwixed Christ and his Church; which holy estate Christ adorned and beautified with his presence, and first miracle that he wrought, in Cana of Galilee; and is commended of Saint Paul to be honourable among all men : and therefore is not by any to be enterprised, nor taken in hand, unadvisedly, lightly, or wantonly, to satisfy men's carnal lusts and appetites, like brute beasts that have no understanding, but reverently, discreetly, advisedly, soberly, and in the fear of God; duly considering the causes for which Matrimony was ordained.

First, It was ordained for the procreation of children, to be brought up in the fear and nurture of the lord, and to the praise of his holy Name.

Secondly, It was ordained for a remedy against sin, and to avoid fornication; that such persons as have not the gift of continency might marry, and keep themselves undefiled members of Christ's body.

Thirdly, it was ordained for the mutual society, help, and comfort, that the one ought to have of the other, both in prosperity and adversity. Into which holy estate these two persons present come now to be joined. Therefore if any man can show any just cause, why they may not lawfully be joined together, let him now speak, or else hereafter for ever hold his pace.

B. Common Worship (i)

In the presence of God, Father, Son and Holy Spirit,
we have come together
to witness the marriage of *N* and *N*
to pray for God's blessing on them,
to share their joy
and to celebrate their love.

Marriage is a gift of God in creation
through which husband and wife may know the grace of God.
It is given
that as man and woman grow together in love and trust,

they shall be united with one another in heart, body and mind,
as Christ is united with his bride, the Church.

The gift of marriage brings husband and wife together
in the delight and tenderness of sexual union
and joyful commitment to the end of their lives.
it is given as the foundation of family life
in which children are (born and) nurtured
and in which each member of the family,
in good times and in bad,
may find strength, companionship and comfort,
and to grow to maturity in love.

Marriage is a way of life made holy by God,
and blessed by the presence of our Lord Jesus Christ
with those celebrating a wedding at Cana in Galilee.
Marriage is a sign of unity and loyalty
which all should uphold and honour.
it enriches society and strengthens community.
No one should enter into it lightly or selfishly
but reverently and responsibly in the sight of almighty God.

N and *N* are now to enter this way of life.
They will each give their consent to the other
and make solemn vows,
and in token of this they will (each) give and receive a ring.
We pray with them that the Holy Spirit will guide
and strengthen them,
that they may fulfil God's purposes
for the whole of their earthly life together.

(Common Worship: Pastoral Services, Church House Publishing, 2000, p.105)

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Appendix 5

Resource contacts

Care for Education
53 Romney Street
London
SW1P 3RF

Students Exploring Marriage
The Grubb Institute
Cloudesley Street
London
N1 0HU

Marriage Care
Clitherow House
1 Blythe Mews
Blythe Road
London
W14 0NW

One Plus One
1st Floor
The Wells
7-15 Rosebury Avenue
London
EC1R 4SP

Sex Education Forum
8 Wakley Street
London
EC1V 7QE

National Society Websites: www.natsoc.org.uk
www.churchschools.co.uk