### Relationships and Sex Education Policy

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<tr>
<th>Action</th>
<th>Policy to be reviewed as required and at least annually</th>
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ST. STEPHEN’S C.E. PRIMARY SCHOOL
Uxbridge Road, Shepherds Bush, London W12 8LH
# St Stephen’s CE Primary School

## Sex and Relationships Education

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The Context of Relationships and Sex Education

The starting point for any Christian understanding of relationships and sex is the Bible, which is normative for all Christians. The Anglican response to the Bible has always been that it must be taken with great seriousness, whilst being subject to interpretation, reason and the developing nature of Biblical and historical scholarship. In fact, the Bible has numerous references to sex, marriage and relationships, in both the Old and New Testaments.

There are many Biblical passage that emphasise that humans were designed to need companionship; a partner to provide help and support. There is a strong emphasis on constancy and faithfulness, on monogamy (at least in later Biblical material) and that partnership should be for life. The Bible also contains passages of great passion, showing that physical love is also a gift from God and that sex with the right person, one to whom a serious and thoughtful commitment has been made, is a source of delight and tenderness. There is a robust acknowledgement of “passion fierce” and a “raging flame.”

The historic formularies of the Church of England, particularly the Book of Common Prayer and, now, Common Worship, have reflected these understandings. Thus, the BCP marriage service notes the presence of Christ at the Wedding in Cana of Galilee, and emphasises that marriage is the proper setting for the upbringing of children, for the avoidance of fornication and “for the mutual society help and comfort that the one ought to have of the other both in prosperity and adversity”.

In Common Worship, the preface to the marriage service extends this idea: “Marriage is intended by God to be a creative relationship, as his blessing enables husband and wife to love and support each other in good times and bad, and to share in the care and upbringing of children” whilst the alternative preface picks up on the physical side of marriage. “(marriage) is given that with delight and tenderness they may know each other in love, and, with the joy of their bodily union, may strengthen the union of their hearts and lives.” “It must not be undertaken carelessly, lightly, or selfishly, but reverently, responsibly, and after serious thought.”

The references to carelessness and selfishness indicate an understanding of a deeper Biblical truth. The Bible explains that the world has been created by God, that all life belongs to Him, and is fundamentally good. We are stewards of His
creation, co-creators with Him, and should care for all life. The Bible makes clear, however, that humanity is fallen, frail, and subject to the ravages of sin. Human relationships – including sexual relationships – are no more, but no less, subject to sin than any other human thought or activity. But the Bible goes on to teach that God’s nature is of infinite compassion and forgiveness.

In whatever is taught it is essential that the notion of holding together human frailty and God’s graciousness is not lost, that whilst lives can be marred by sin, sorrow and wrong doing, there is always a promise of healing, forgiveness and new life.

These tensions (between the goodness of life and sex, the nature of the Fall and the overwhelming fact of God’s love and forgiveness) create dilemmas when discussing controversial issues in human sexuality – dilemmas which the Church of England has not always resolved. However, the General Synod some years ago said, “that to withhold compassion is evil and in circumstances of very great distress or need is a very great evil.”

It is in this overall context – of the absolute value of persons, of the goodness of love and sex, of the nature of frailty and sin, and of the infinite love and forgiveness of God – that relationships and sex should be taught in Church Schools.

**Introduction**

The 1996 Education Act required all schools to have a Sex and Relationships Education policy and it is recommended that this be planned and delivered as part of the PSHE and Citizenship curriculum.

The 1996 Education Act consolidated all previous legislation in that:-

- The SRE elements in the Science National Curriculum across all Key Stages are mandatory for all pupils of primary and secondary age.
- All schools must have an up to date policy that describes the content and organisation of Relationships and Sex Education provided outside the National Curriculum science order.
- Secondary schools are required to provide Sex and Relationships Education which includes information about sexually transmitted infections (STI’s) and HIV / AIDS.

It is proposed that from September 2011 Personal, Social and Health education will be a compulsory part of the National Curriculum for all pupils. Parents will still be able to withdraw their children from lessons.

**Governor Responsibilities**

Our Governing Body, whose right it is to decide whether Sex Education should be taught, have approved this policy and the accompanying definitions of when SRE is taught.
**Why is Relationships and Sex Education important?**

1. Effective relationship and sex education is essential if young people are to make responsible and well informed decisions about their lives and should not be delivered in isolation. It should be firmly rooted within the framework for PSHE and the National Curriculum.

2. The objective of relationship and sex education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

3. Pupils need to be given accurate information and helped to develop skills to enable them to understand differences and respect themselves and others and for the purpose also of preventing and removing prejudice. Secondary pupils should learn to understand human sexuality, learn the reasons for delaying sexual activity and the benefits to be gained from such delay, and learn about obtaining appropriate advice on sexual health.

4. Relationships and sex education should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and of society and preparing pupils for the opportunities, responsibilities and experiences of adult life.

5. Effective relationships and sex education does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, to build up their confidence and self-esteem and understand the reasons for delaying sexual activity. It builds up knowledge and skills which are particularly important today because of the many different and conflicting pressures on young people.

All schools should ensure that RSE reflects their ethos. Children and young people should be able to grow up feeling confident about their emotional and sexual health and with the ability to live alongside people who have different values and beliefs about sex and relationships.

**Right of Withdrawal**

Parents do have the right to withdraw their child from RSE provided within the PSHE and Citizenship curriculum. However, parents do not have the right to withdraw their child from the RSE element of the National Science curriculum. Reproduction is often taught as part of the science curriculum. Further information on sex and relationships, skills development and values clarification are provided within PSHE.

Before teaching SRE we shall ensure all parents are informed of the content of lessons to be delivered and make clear the procedures of opting out if so wished.
The three main elements of Relationships and Sex Education:

1. 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
   - Developing critical thinking as part of decision making.

2. Personal and Social Skills
   - Learning to manage emotions and relationships confidently and sensitively.
   - Developing self – respect and empathy for 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.

3. Knowledge and understanding
   - Learning and understanding physical development at appropriate stages.
   - Understanding human sexuality, reproduction, sexual health, emotions and relationships.
   - Learning about contraception and the range of local and national sexual health advice, contraception and support services.
   - Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay.
   - The avoidance of unplanned pregnancy.

In Primary Schools
The combined PSHE and Citizenship framework at Key Stages 1 and 2 is developed through four broad themes and makes clear what is appropriate in the early primary years and the transition year. The present requirements set out within National Curriculum science should be delivered through these four broad themes.

* Developing confidence and responsibility and making the most of pupil’s abilities.
* Preparing to play an active role as citizens.
* Developing a healthier and safe lifestyle.
* Developing good relationships and respecting differences between pupils.
We aim to ensure that both boys and girls develop confidence in talking, listening and thinking about feelings and relationships, are able to name the parts of the body and describe how their bodies work, can protect themselves and ask for help and support, know about puberty, changes to the body at this time including voice breaking and periods and how a baby is born. In the early years of primary education the policy should focus on friendships, bullying and the building of self-esteem.

General Principles

a. Relationship and sex education is part of a child’s broad, balanced curriculum, integral to the basic curriculum of the school and part of the child’s all round development.

b. The school must recognise the legal right of withdrawal from sex education, other than that delivered through the National Curriculum Science, and be sensitive to those parents who for religious reasons find the delivery of some explicit teaching in school unacceptable.

c. It is essential to regard parents as partners in the delivery of sex and relationships education in the school and affirm their valuable role in the home, or delivered through the home. Pupils learn more about marriage and relationships from their own homes than they do anywhere else. For many this will be predominantly positive. The ordinary, everyday working out of long term commitment, will give them a sound template to work from. For others, it will be confusing and possibly painful; neglect and abuse will be what they know of relationships.

d. As they grow older, the earliest learning is supplemented by a widening circle of acquaintance and by television, film, public lives and literature. Children absorb knowledge that fits with their early patterning easily. It is vital, therefore, that schools should explicitly participate in this area of children’s learning.

e. Regardless of background and behaviour pupils are to be caringly accepted within the Church school.

f. The National Curriculum context for understanding reproduction, sexual behaviour and safety should also include the exploration of relationships, values, morals and Christian and other beliefs in the multi-faith context, so that increasing knowledge is gained alongside the development of communication and decision making skills and positive attitudes to oneself and others. In this way pupils will become increasingly responsible for their own sexual behaviour.

g. It is essential that teachers concerned feel comfortable with this area of the curriculum to foster a spirit of sharing and openness. It may be that some discussions are managed more easily by teaching boys and girls separately.

h. Schools should provide a safe and secure environment in which marriage and other long term human relationships can be explored. This implies that the teaching is designed to present concepts and ideas the individual pupils may choose to relate to their own experience.
The Educational Framework for the delivery of relationships and sex education

There are four key strands to the Relationships and Sex Education policy

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<th>Key Strand</th>
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<td>Commitment, Promise, Trust and Security</td>
<td>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.</td>
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<td>Friendship, Companionship, Nurture and Comfort</td>
<td>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.</td>
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<tr>
<td>Children</td>
<td>Our systems encourage older pupils to help with the learning and play of younger pupils. We have activities that encourage mixed ages to be actively together, yet should recognise and affirm the growth and development of pupils and recognise pupil identity and authenticity.</td>
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<td>Sex / Physical Relationships</td>
<td>The school has a clear policy on Equality and anti – bullying which 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.</td>
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The Early Years and Foundation Stage

**Commitment, Praise, Trust and Security**

Key Curriculum aspects:-

- Myself – recognise and explore their own feelings, and know that they are loved by God.
- 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 – understanding their important place within their family and faith community.
- Our living world – care for and respect living things, plants and animals as part of God’s creation.

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

**Friendship, Companionship, Nurture and Comfort**

Key Curriculum aspects:-

- 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 and appreciate each life as a gift of God.
• Our living world – care for and respect living things, plants and animals as part of God’s creation.

**Indicative Vocabulary**
Friendship, help, happiness, sadness, laughter, tears, thank you, sorry, kindness and sharing.

**Children**
Key Curriculum aspects:-

• Looking after myself – looking after others, loving your “neighbour.”
• 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 and honesty.

**Sex / Physical relationships**
Key Curriculum aspects:-

• The living world – exploration of the wonder of God’s creation.
• New life – birth and development, parents and babies.
• Ourselves and our bodies – eating, sleeping, breathing, exercise and personal hygiene.

**Indicative Vocabulary**
• Touch, see, hear, smell and taste

**Key Stage 1**

**Commitment, Praise, Trust and Security**
Key Curriculum aspects:-

• Myself – 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. Cubs, Scouts, Beavers, the Church.
• My special things – understand why some things are special or precious; how to treat precious things, how to look after things. Linked to stories that Jesus told – e.g. “the pearl of great price” and “the lost coin.”
• Celebrations – baptism, 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, cousin’s etc. promise, honesty, belonging.

**Friendship, Companionship, Nurture and Comfort**
Key Curriculum aspects:-

- Belonging – including families, religious groups.
- Healthy living – looking after ourselves responsibly as unique and valued individuals.
- Looking after each other – pets, plants, siblings and friends through acts of responsibility and stewards of God’s creation.
- 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 and good manners.

**Children**
Key Curriculum aspects:-

- 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 and honesty.

**Sex / Physical relationships**
Key Curriculum aspects:-

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

**Indicative vocabulary:** Language of sensory experience and activity **Key Stage 2**

**Commitment, Praise, Trust and Security**
Key Curriculum aspects:-
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 baptism, 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 miracle of reproduction.

Faith leaders – the teachings of Jesus (and those prescribed in the syllabus) on relationships, justice, forgiveness and fulfilment.

**Indicative Vocabulary**
Loyalty, tolerance, hope, commitment, patience, respect, dependability, abuse, compassion, compromise, security, justice, exploitation, perseverance and equality.

**Friendship, Companionship, Nurture and Comfort**
Key Curriculum aspects:-

- Belonging / not belonging – choosing allegiances, making friends, what happens when things go wrong, reconciliation, forgiveness and being part of God’s family.
- Care for and respect for living things – plants, animals, siblings, friends and stewardship.
- 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 (two great commandments).
- Special people – recognise and respond appropriately to people who help them in their lives.
- Citizenship – relationships, charity work, disability awareness, local communities and loving our neighbour.

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

**Children**
Key Curriculum aspects:

- Our living world – care and respect for living things, particularly vulnerable or younger children
- Practical experiences of supporting and playing with younger pupils – developing resources and play activities. Jesus valuing children
Indicative vocabulary
Care, nurture, safety, role models, guidance, sympathy, generosity, loyalty, consideration and good manners.

Sex / Physical relationships
Key Curriculum aspects:
- 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, everyone as a unique individual.
- 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. Making informed choices about medicine, drugs and alcohol.

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

Year 6 (Sex Education)
We shall ensure that parents have the opportunity to look at resources and are made aware when the sex education programme is due to start.

We shall include:
- Changes at puberty, physical, emotional awareness of the possibility of pregnancy and paternity.
- Adulthood: what is “grown up?” Changing relationships.
- Moral issues and core values.
- Sex in loving marriage relationships.
- Sexually transmitted diseases.

Children will be taught sex education within a framework which reflects the Church ethos of the school and models and encourages the following values:
- A respect for self and a respect for others.
- Non exploitation in sexual relationships.
- Commitment, trust and bonding within sexual relationships.
- Mutuality in sexual relationships.
- Honesty with self and others.
- A development of critical self-awareness for themselves and others.
- An exploration of the rights, duties and responsibilities involved in sexual relationships.
- Compassion, forgiveness, mercy and care when people do not conform to their way of life.
• An acknowledgement and understanding of diversity regarding religion, culture and sexual orientation.
• Self discipline regarding their sexuality

Christian Values, Homosexuality, Abortion, Under-age-Sex

We shall teach SRE within Christian values including:

• Sexual relationships should be seen as the fulfilment of a relationship and not as the basis for a relationship.
• Sexual relationships between those who are not in loving long term relationships often do not consider the long term happiness of both those involved (or indeed of either).
• Sexual relationships between those who are in loving long term relationships can provide a context within which both partners can learn to love, to be loved, to be valued and appreciated and to grow in maturity.
• Sexual relationships between those who are in loving long term relationships can provide a context within which both partners learn the basic ground rules of mutual respect on which to base good relationships within their wider family and beyond.

b. We shall not avoid the issue of sexual orientation, but will state that this is a controversial issue on which there is no one agreed Christian view and the topic will be discussed calmly and objectively. Homophobic name calling or attitudes will be dealt with firmly, in the same way as racist name calling. This is covered by the school’s anti-bullying policy.

c. We shall teach that abortion is an emotive issue where strong arguments are voiced from every side. It will be dealt with in school calmly and carefully, treated in a Christian caring manner with all the relationships involved explored honestly and meaningfully. The abortion law must be covered as must adoption. Again the responsibility rests on a member of staff who can deal with this in an even handed way, being able to present all sides of the argument. The decision for abortion rests with the mother to be, guided possibly by her family, her doctor and the prospective father. She must be provided with all possible facts so that her decision can be made on the basis of caring knowledge and not on a panic reaction. School has to play a great, if not total, part in disseminating this knowledge.

d. We shall ensure that children know that under age sex is illegal and can also lead to unplanned pregnancy. We shall support children in resisting peer pressure to have sex by teaching them that they actually have the right to say “no” to sex. Children should be helped to understand that saying “no” to sex shows maturity and strength and not inadequacy and weakness. We shall also ensure that children know how to report any safeguarding and abusive issues safely and confidentially.