



St John of Jerusalem  
Church of England Primary School

# **Sex & Relationship Education Policy**

## **Vision Statement**

Within a friendly, caring Christian community - with children at the heart of our school - we will ensure:

- High academic standards
- Each child is motivated to reach their full potential through high quality, enjoyable teaching and learning
- Each child has access to a rich, broad and balanced curriculum
- High expectations of both staff and children
- Staff and children have high expectations of one another
- Christian faith and values inform the whole life of the school and that each child is provided with a wide range of opportunities to develop in body, mind and spirit
- Respect for all faiths is encouraged so that the school is inclusive of the community it serves and so that each child develops the confidence, sensitivity and skills to live in a diverse community
- Everyone in the school community is treated fairly and encouraged to develop their skills, self-confidence and self-esteem
- Everyone's views are valued and children are encouraged to develop a sense of pride, ownership, responsibility and independence
- Mutually positive relationships between the school and the wider community
- A close partnership and involvement of parents and carers

## **ST JOHN OF JERUSALEM CE PRIMARY SCHOOL**

### **SEX AND RELATIONSHIP EDUCATION (SRE) POLICY**

#### **Introduction**

Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of 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. It is not about the promotion of sexual orientation or sexual activity (DFEE Document 0116/2000).

#### **The three main elements of Sex Education and Relationships:-**

##### **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; and
- 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; and
- 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; and
- learning about the basics of contraception.

### **Why is Sex and Relationship Education important?**

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.

Relationships and sex education contributes to promoting the spiritual, moral, cultural, mental and physical development of pupils at St John of Jerusalem C of E Primary School and of society and preparing pupils for the opportunities, responsibilities and experiences of adult life.

### **Principles within a Christian Education**

Within St John of Jerusalem 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, the family and stable relationships to build a child's self – esteem, self-awareness and a sense of moral responsibility will permeate the entire curriculum – both explicit and “hidden.”

Children should learn that God is the Creator of all and that every human being has a unique place in that creation.

### **Aims of this Policy**

The aim of this policy is to clarify the content and the manner in which sex and relationship education is delivered within St John of Jerusalem C of E School.

At primary school level, SRE will contribute to the foundation of PSHE 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.

### **The Educational Framework for the delivery of relationships and sex education**

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

- a. Commitment, Promise, Trust and Security**
- b. Friendship, Companionship, Nurture and Comfort**
- c. Children**
- d. Sex / Physical Relationships**

<b>Key Strand</b>	<b>The school ethos should be such that:-</b>
<b>Commitment, Promise, Trust and Security</b>	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.
<b>Friendship, Companionship, Nurture and Comfort</b>	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.
<b>Children</b>	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 together, yet should recognise and affirm the growth and development of pupils and recognise pupil identity and authenticity.
<b>Sex / Physical Relationships</b>	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**

### **a. 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.

### **b. 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.

### **c. 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.

### **d. 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**

#### **a. 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. 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. 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.

#### **b. 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.

#### **c. 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.

**d. 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**

**a. 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.

**b. 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.

### **c. 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.

### **d. 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)**

Consideration must be given by schools to the education provided in year 6. It is important that parents have the opportunity to look at resources and are made aware when the programme is due to start.

Some aspects for consideration:

- 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 should 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

### **Coordination**

Sex and Relationship Education will be coordinated by the PSHE/Core Learning Skills coordinator in close cooperation with the headteacher. The policy will be monitored by the PSHE coordinator in close cooperation with the headteacher.

Class teachers will evaluate the teaching of Sex and Relationship Education as appropriate to their year group and in discussion with the PSHE/Core Learning Skills coordinator.

This policy will be reviewed one year from its initial implementation and thereafter every 3 years.

### **Working with Parents**

Parents have the right to withdraw their children from all or part of the Sex and Relationship Education provided at school except for those parts included in the statutory National Curriculum. Parents will be informed in advance of the lessons in question and those wishing to exercise this right will be invited to discuss the issue with the headteacher in order to highlight the possible impact such a withdrawal may have.

The school will consult with parents before the transition year about the detailed content of what will be taught. If requested parents will be offered support in talking to their children about Sex and Relationship Education and how to link this with what is being taught in school.

### **Specific Issues**

The personal beliefs and attitudes of teachers will not influence the teaching of Sex and Relationship Education within the PSHE / Core Learning Skills framework.

Teachers and others contributing are expected to work within the agreed values framework.

The school will make adequate and sensitive arrangements to help girls cope with menstruation and with requests for sanitary protection.

### **Ground Rules**

- No one (teacher or pupil) will have to answer a personal question.
- 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.

N.B. Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not all have to be answered directly and can be answered individually later. Teachers should use their skill and discretion in these situations and refer to the PSHE/Core Learning Skills coordinator and/or Headteacher if concerned.

### **Confidentiality**

Teachers cannot offer or guarantee absolute confidentiality. If a member of staff suspects that a child is a victim of abuse or has reason to believe that (s) he is at risk of abuse, they should follow the procedures for reporting their concerns as set out in the Child Protection Policy.

### **Guidelines**

The school will:-

- ensure that pupils and parents/carers are aware of the confidentiality guidelines;
- reassure pupils that their best interests will be maintained;
- encourage pupils to talk to their parents/carers and give them support to do so;
- ensure pupils know that teachers cannot offer unconditional confidentiality;
- reassure pupils that if confidentiality has to be broken, they will be informed first and then supported as appropriate;
- ensure that, if there is any possibility of abuse, the Child Protection Procedures will be followed;
- ensure pupils are informed of other sources of confidential help, e.g. GP or helpline; and

- ensure ground rules are observed in lessons.

### **Policy Formulation**

This policy has been drawn up on behalf of the governing body and has been developed in consultation with staff, parents and the wider community.



Note: This policy will be reviewed annually