



## **Corbridge Church of England First School**

### **Sex and Relationship Education Policy**

#### **Introduction**

Corbridge First School is a Church of England Voluntary Aided school and in harmony with the Christian ethos of the school we offer all pupils the opportunity to experience the richness and diversity of God's creation through the curriculum we offer. In this way they are encouraged to explore values and beliefs and to identify with and empathise with those of other cultures.

Mindful of the Christian foundation of our school and the diversity of the school community staff and Governors have considered carefully the issues surrounding the teaching of SRE.

#### **Rationale**

"It 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." DfES Guidance

#### **Aims**

Our aims are for children to;

- Develop confidence in talking, listening and thinking about feelings, relationships and responsibility
- Be informed about relationships, emotions and health
- Develop social skills and a positive attitude to well-being
- Be able to name parts of the body and describe how our bodies work
- Protect themselves
- Respect themselves and others
- Know who to ask for support
- Be prepared to play an active role as citizens
- Develop an understanding of difference and help remove prejudice
- Appreciate the Christian teaching about marriage and relationships, understood as a fundamental building block of family life
- Understand that relationships and friendships are an expression of love and an important gift that should be honoured and cherished
- Develop a healthier, safer lifestyle
- Develop good relationships
- Promote forgiveness, reconciliation and tolerance
- Understand people can change their behaviour
- Understand it is important to work through problems

#### **Objectives**

These aims will be achieved through the following objectives:

- To develop children who feel comfortable and confident in finding out about relationships
- To encourage children to listen to others
- To understand how they change from a baby to a child and ensure they are prepared for changes they will encounter socially, emotionally and physically as they mature into young people

- To teach children about relationships and families
- To give children accurate information
- To teach children about their bodies
- To teach children about hygiene
- To teach children that it is OK to say no or to have their own opinion
- To teach children to respect other peoples opinions
- To offer an environment where children feel safe to seek help

## **SRE in our school**

### 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.

### 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.

### Knowledge and Understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;

### Christian Beliefs and Values

These will form the foundation for work in this area within our school. The following list is taken from Care for Education's *Sex and Relationship Education* publication (page 5):

- All people are made in the image of God and are valuable in his sight.
- God loves all people.
- God created our sexuality, and he intended it to be celebrated and enjoyed within the framework that he established.
- God created male and female to be of equal worth, and to be complementary.
- God's ideal is for a lifelong marriage commitment.
- Marriage is God's intended context for sex and for the raising of children.
- God was pleased with his creation.
- Everyone makes mistakes, including sexual ones.
- Going against God's ideal has consequences.
- God can forgive all wrongdoing.
- God allows us to start again.
- Forgiveness and reconciliation should characterise all human relationships.

## **Scheme of work**

Sex and relationships education is taught through topics, including the RE, Science and PSHE.

### **Teaching methods and approaches:**

A variety of teaching styles are adopted. Organisation for teaching includes individual, small group and whole class work.

## **Educational Framework for the Delivery of Sex and Relationship Education: 4 Key Strands**

### **(a) Commitment, promise, trust and 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 their 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, special

#### **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 (as well as Islam and Judaism)
- 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 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

## **Educational Framework for the Delivery of Sex and Relationship Education: 4 Key Strands**

### **(b) Friendship, Companionship, Nurture, Comfort**

#### **(c)**

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
- Citizenship – relationships; charity work; disability awareness; local communities

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.

## **Educational Framework for the Delivery of Sex and Relationship Education: 4 Key Strands**

### **( c)    Children**

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.

## **Educational Framework for the Delivery of Sex and Relationship Education: 4 Key Strands**

### **(d) Sex / Physical Relationship**

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, self-care, recognising needs

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?
- How do we use our bodies to show our feelings?

Indicative Vocabulary

Language of sensory experience and activity and emotional response

#### **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: whom 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
- Adulthood: what is “grown-up”? Changing relationships
- Moral issues and core values

#### **Planning**

Long term- 2 year KS overview/ topic cycle

Medium term- planning is thematic and closely links subjects to be taught together

Short term- objectives are planned for and taught on a weekly basis and informed by prior teaching and assessments.

The KS1 NC Science curriculum covers the following areas;

- Animals, including humans, move, feed, grow, use senses and reproduce
- Recognise and name external parts of the body
- Knowledge that human reproduce and children grow into adults
- Recognising similarities and differences between themselves and others

The KS2 NC Science curriculum covers the following areas;

- Life processes common to humans include nutrition, growth and reproduction
- The main stages of the human lifecycle

The KS1 RE Curriculum covers Christianity and Judaism and children learn about and from religion. Children cover units such as expressions of belonging and Christian beliefs and practices which develop an understanding of Christian relationships.

The KS2 RE Curriculum covers Christianity and Islam and children learn about and from religion. Children cover units such as expressions of identity and the influence of faith on believers which build upon work covered in KS1.

Themes are also delivered through PSHCE curriculum, the development of skills and attitudes in 3 areas of life that are concerned with relationships – self, family and community

Self- The Christian imperative to love self, a self made in the image and likeness of God, shows an understanding of the importance of valuing and understanding self as the basis for personal relationships

Family - The family exists in a context that influences the beliefs and values of each member. While we value family relationships, we are aware that the word family must be understood in a broad context and are sensitive to individual circumstances.

Community - Human beings live in community. Through being with others; through service; through dialogue, we attempt to proclaim the kingdom of God for the good of individuals and of society.

Christian values are implicit in everything we do and therefore positive, loving relationships exist between the staff and children. These relationships and role models prepare children for relationships they will experience in the future. The behaviour policy deals with negative behaviours and how these should be dealt with in order to promote Christian values

### **Special Educational Needs and Disabilities**

Children with Special Educational Needs or disabilities, or those who are vulnerable, should access the curriculum that is relevant to their development. They may need extra support in understanding some of the concepts in SRE. This will be dealt with in accordance with the DDA SEND policy and at the discretion of the class teacher.

Some children with SEND can be more vulnerable than others and may need support in being aware of appropriate behaviours and keeping themselves safe. This support will be discussed with parents as individual needs arise.

### **Equal Opportunities**

We respect cultural background, gender, ability/disability and special needs ensuring that every pupil is given the appropriate opportunity to participate in all aspects of this subject. All pupils are given equality of opportunity to discuss their work and feel that their contributions are valued.

### **Cross Curricular Links**

Where possible work will be linked to KS topic work.

### **Spiritual, Moral, Social and Cultural**

SRE is dealt with from a social and relationships perspective. SMSC development is intrinsic to the wider curriculum.

### **Working with Parents**

Parents have the right to withdraw their child(ren) from all or part of the sex and relationships education provided at school except for those parts included in the statutory National Curriculum. School will make alternative arrangements

in these circumstances. There is an information pack available from the DFE to those parents who withdraw their children.

Parents are the key people in;

- Teaching their children about sex and relationships;
- Maintaining the culture and ethos of the family;
- Helping their children cope with the emotional and physical aspects of growing up; and
- Preparing them for challenges and responsibilities that sexual maturity brings.

## **Child Protection**

All Staff have undertaken Child Protection training and are aware of issues that may arise from S&R Education. See also Child Protection Policy.

## **Confidentiality**

We have a clear confidentiality policy;

- Staff cannot offer children unconditional confidentiality; concerns will be raised with the Headteacher or Deputy Headteacher

Please see confidentiality policy.

If sexual abuse is suspected, teachers must follow the child protection procedures.

## **Difficult Questions**

When faced with a difficult question staff should;

- 1) refer to the nominated member of staff (Headteacher) and decide together if it is appropriate to answer
- 2) be aware of clarifying exactly what it is children want to know
- 3) take care not to assume knowledge
- 4) take the age and maturity of a child into account
- 5) answer as honestly as they can if questions are deemed appropriate

If questions are deemed inappropriate refer the question to the HT who may inform parents.

## **Use of visitors**

Visitors to schools have a discreet role and responsibility for providing sex and relationships education both informally and formally. Visitors should complement but never substitute or replace planned provision.

## **Conclusion**

The whole school community at Corbridge CE First School is committed to aiming for the highest possible standard of achievement for each individual pupil.

This policy will be reviewed at least bi annually.

Date: March 2015

## **References-**

DfES publications- 0706/2001

PSHE & Citizenship Spotlight Series

C of E Board of Education Statement on SRE

[www.ncb.org.uk](http://www.ncb.org.uk) (click on Sex Education Forum)

Newcastle Diocesan Education Board, Sex & Relationships Guidance: A Christian Perspective