

## **Christ Church New Malden CofE Primary School Relationships and Sex Education Policy**

**At Christ Church we provide an inclusive environment where all children learn and flourish in a setting shaped by Christian values and RSE is delivered within this context.**

### **SRE policy**

The Department of Education recommends that all primary schools should have a sex and relationship education programme tailored to the age and the physical and emotional maturity of the children. It should ensure that both boys and girls know about puberty and how a baby is born – as set out in Key Stages 1 and 2 of the National Science Curriculum.

### **Definition**

According to the Sex and Relationship Education Guidance, SRE is 'lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships'.

### **Mission Statement**

We believe that it is the responsibility of a good school to help pupils develop into responsible and caring adults, who are able to contribute positively to society. Relationships and Sex Education is a key factor in helping young people make affirming and responsible relationships and choices.

### **Values Framework**

All Relationships and Sex Education will be delivered within the context of marriage and committed stable relationships to ensure that pupils understand that sexual intercourse should only take place within these contexts. Pupils will be made aware that:

- Children are best raised within a loving, secure and committed relationship.
- Babies should be conceived only when the parents are ready and able to care for it and cope with the responsibility for life.
- Physical relationships should wait until a person is physically and emotionally mature.

### **Aims and Objectives**

Contributing to the foundation of PSHE, our RSE programme aims to prepare young people for a future in which they:

- Have the confidence and self-esteem to value and respect themselves and others
- Communicate effectively
- Are empowered to deal positively with pressures to conform to media and peer pressure
- Are able to make informed decisions about sexually related matters and to have the confidence and knowledge to carry it through
- Understand the reasons for delaying sexual activity
- Avoid being exploited by or exploiting others
- Are able to identify risks and safety issues and to understand that all behaviour is a choice
- Know how the law applies to sexual relationships

### **Teaching Relationships and Sex Education**

Sex and Relationship Education is taught through both a planned curriculum and other aspects of school life, via:

- Whole school elements – Certificate assembly, behaviour management, school rules, postcards

- home etc
- PSHE lessons (Christopher Winters Project)
- Circle Time
- Across the Curriculum, including but not limited to, Science and P.E.

Relationships and Sex Education will be led and delivered by teachers and other staff members. Children will then have a chance to ask questions to the teacher which are age appropriate to their learning. Teachers develop relationships with pupils and are accessible on an ongoing basis to follow up any questions they may have.

### **Programme Outline**

At Christ Church New Malden we will use many resources and lessons from the Christopher Winters Project: Teaching SRE with Confidence. Each year group has a module under the Health and Wellbeing Strand: Sex and Relationships. This will form part of a PSHE programme which will also draw on other resources such as the 'Partnership for Children' PSHE resources.

#### Reception: Our lives

By the end of this module pupils should be able to:

- Understand some areas in which the children can look after themselves e.g. dressing and undressing
- Explain why it is important to keep clean
- Understand some basic hygiene routines
- Identify different members of the family
- Understand how members of a family can help each other

#### Year 1: Growing and Caring for Ourselves

By the end of this module pupils should be able to:

- Describe feelings to others.
- Understand the importance of personal hygiene
- Describe different family members and ways they can help each other.

#### Year 2: Differences

By the end of this module pupils should be able to:

- Describe the similarities and differences between boys and girls.
- Know the names for the main parts of the body (including anatomically correct terminology)
- Understand that new life requires a male and a female
- Identify some choices for healthy lifestyle.
- Know how males and females can have gender stereotypes. (Including heterosexuality, homosexuality and transgender).

#### Year 3: Valuing Differences and Keeping Safe

By the end of this module pupils should be able to:

- Explain sexual differences between males and females
- Judge what kind of physical contact is acceptable and how to respond if it is not.
- Recognise when and how to ask for help.
- To resist pressure to do something that makes them uncomfortable.

#### Year 4: Growing Up

By the end of this module pupils should be able to:

- Understand the process of growing from young to old and how people's needs change
- Describe some of the changes that happen at puberty.
- Recognise and care about other people's feelings.
- Understand that puberty is linked to reproduction.

#### Year 5: Changes at Puberty

By the end of this module pupils should be able to:

- Describe how their body and feelings will change as they approach and move through puberty
- Know when and understand why puberty takes place.
- Recognise when and how to ask for help and advice.

#### Year 6: Relationships and Reproduction

By the end of this module pupils should be able to:

- Recognise what constitutes a positive, healthy relationship.
- Be aware of the different types of relationships, including those between friends and families, civil partnerships and marriage.
- Describe the life process of reproduction in humans.
- Know that there are other means to having a baby (adoption, fostering)
- To understand that Religion can be a powerful influence on sexual attitudes and behaviour.

#### Assessment

Each module begins and finishes with an assessment for learning idea to measure the children's understanding and knowledge before and after the module. The following can all contribute to assessment:

- children themselves through self-assessment and peer assessment
- teachers through observation and assessment of class work
- other adults such as teaching assistants and visitors

#### Monitoring and Evaluation

PSHE Co-coordinator will monitor planning, teaching and learning of PSHE regularly. This will take the form of light touch discussions with staff and children and a more in depth annual audit. The findings from monitoring will be used to help the leader guide future plans.

#### Resources

Cross-curricular resources, such as videos and photocopiable sheets are available on the server.

#### Specific Issues Statements

##### **a. Use of outside speakers**

When speakers are invited to deliver part of the Relationships and Sex Education, they must be given a copy of this policy with **particular emphasis given to the Values Framework** in which they will be expected to work. We will also draw their attention to the school policy on responding to children's questions.

We will expect them to provide an outline of the issues covered in the session and access to any resources to be used. All Speakers must be DBS checked.

##### **b. Staff Training**

All teaching staff have access to a range of training courses for Sex and Relationships Education. Staff will be expected to ensure that their professional knowledge and skills are developed to a suitable level.

### **c. Parents**

We acknowledge that the primary role in children's Sex and Relationships Education lies with parents and carers. We strive to build a positive and supporting relationship with the parents and carers of pupils at our school through mutual understanding, trust and co-operation.

Workshops and/or curriculum evenings will be provided for parents/carers to explain the issues covered and how they will be delivered in Years 5 and 6 and to share the resources that will be used.

### **d. Responding to Children's Questions**

When children ask questions relating to areas of the Sex and Relationships they will be answered in an **age appropriate** way according to the following criteria:

- Questions will be answered in class where they relate **directly** to the lesson and where the answer is suitable for all children to hear.
- Questions will be answered individually where the teacher has ascertained that there is a genuine need to know and that the question has not been asked simply to shock or draw attention to the child but where the answer is, though within the boundary of this policy, not considered suitable for all children.
- Questions that are not deemed suitable for either of the above will, with the child's consent, be referred back to parents for their direct permission before answering.
- Teachers will not answer personal questions about themselves.
- The Safeguarding Officer will be advised of any questions or comments raised that alert a member of staff that a child may be at risk. The Safeguarding Policy will then be followed.

### **e. The right to withdraw**

Under the Sex Education Guidance 5/94 it was made a requirement for schools to inform parents of their right to withdraw their child from all or part of the RSE programme except those that are covered by the statutory National Curriculum. Parents will be invited in Years 5 and 6 to view the materials which will be used to teach RSE. Parents wishing to exercise their right to withdraw should contact the class teacher to discuss this and confirm their withdrawal in writing.