



Sex and Relationships Policy

Approved by the Governing Body: 05.07.2016

Review Date: 05.07.2018

Introduction

Twyford C of E School is a Church of England school, and all Sex and Relationship Education (SRE) is set in a context which is consistent with the school's Christian ethos.

Context

We teach within a framework of Christian values and the Christian understanding that sex is a gift of God as part of creation. Whilst we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. Sensitivity and respect is shown to all children when teaching about personal relationships and sex education. SRE upholds Christian values regarding marriage and relationships, while being mindful of the circumstances of our pupils and the variety of expressions of family life in our culture. Pupils are given the opportunity to explore their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions, within the understanding of the right of others to frame and hold their own views with an expectation of respect.

What is Sex and Relationship Education?

Sex and Relationship Education (SRE) is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care for family life. It involves acquiring information, developing skills and forming positive belief, values and attitudes.

Principles of SRE at Twyford C of E School

- SRE is based on inclusive Christian principles and values, emphasising respect, compassion, loving care and forgiveness.
- SRE is taught in the light of the belief that everyone is equal and the unconditional love of God.
- SRE includes learning about physical and emotional development.
- SRE is part of a wider social, personal, spiritual and moral education process.



Sex and Relationships Policy

Approved by the Governing Body: 05.07.2016

Review Date: 05.07.2018

- The sanctity of marriage is an important belief in Christian teaching and practice and should be based on love and mutual respect.
- Children should learn about the significance of marriage and families as key building blocks of community and society.
- Children should be made aware that the culture of advertising and the media influences their views, behaviour and understanding concerning sexuality.
- Children should be taught to have respect for their own and other people's bodies.
- Children should be taught that relationships bring responsibilities and consequences.
- Children need to be aware of how to protect themselves.
- Children should learn that it is important to build positive relationships that involve trust and respect.
- Children will be taught to use technology responsibly in order to keep themselves safe, whilst respecting their own and others' well-being and integrity.

How is SRE provided?

Children need to be given accurate information in order to develop skills which enable them to understand difference, to respect themselves and others and also for the purpose of preventing and removing prejudice. A planned, progressive programme of SRE gradually and appropriately begins to prepare our children for adult life. It teaches the skills they need to fully manage the natural physical and emotional changes that will happen to them as they grow and mature into healthy, confident and responsible adults. In line with national recommendations, SRE at Twyford C of E School will be delivered through the R.E, PSHE (Personal Social Health Education) including SEAL (Social Emotional Aspects of Learning) and Science curriculum. SRE is taught to each year group, starting in Reception.

Overview of SRE Programme.

- the physical and emotional changes of puberty
- sex and reproduction
- growing up
- naming sexual organs
- personal hygiene



Sex and Relationships Policy

Approved by the Governing Body: 05.07.2016

Review Date: 05.07.2018

- challenging sexual stereotyping
- considering media messages
- developing a positive body image
- changing relationships as we grow up
- aspirations and how we might see our futures
- different types of relationships
- how to find help and support
- developing emotional literacy
- peer influence and peer pressure
- considering rights and responsibilities
- raising self-esteem and increasing self-awareness
- exploring friendships - making, valuing and maintaining them
- challenging assumptions, stereotyping and prejudice
- communication skills - saying 'no' and being assertive, dealing with conflict, negotiation

The three main elements of SRE:

1. Attitudes and values:

- Learning the importance of values, individual conscience and moral considerations.
- Learning the value of family life, marriage, and stable and loving relationships.
- 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.



Sex and Relationships Policy

Approved by the Governing Body: 05.07.2016

Review Date: 05.07.2018

- Understanding human sexuality, reproduction, sexual health, emotions and relationships.

Organisation

SRE is delivered predominantly by the pupils' class teacher and the school nurse. It may be delivered in mixed or in single sex gender groups, depending on the topics being covered. Methods of delivery may include whole class discussion, independent learning, video/DVD discussion and a presentation/ talk by a health professional. We teach sex education through different aspects of the curriculum (see Appendix 1). Whilst we carry out the main sex education teaching in our Personal, Social, Health & Economic (PSHE) curriculum, we also teach some through other subject areas (for example, in science, PE and RE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. We inform all parents and carers of children in Year 5 and 6 of the content of the SRE programme of lessons, to explain what the issues are and how they are taught, and to provide them with the opportunity to see the materials the school uses in its teaching if they wish.

The Role of Parents

Twyford C of E School is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school's sex education policy and practice so that the parents and school can work together to support the child with regard to sex education. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.
- answer any questions that parents may have about the sex education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;



Sex and Relationships Policy

Approved by the Governing Body: 05.07.2016

Review Date: 05.07.2018

Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school, except for those parts included in statutory National Curriculum. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the headteacher, and make it clear which aspects of the programme they do not want their child to participate in. The school always complies with the wishes of parents in this regard. Once a child has been withdrawn they cannot take part in the SRE programme until the parent notifies school that they wish their request for withdrawal to be removed. The school will ensure that appropriate provision is made for children who are withdrawn from SRE with particular emphasis placed on preserving the child's dignity.

The Role of Other Members of the Community

Occasionally, appropriate and suitably experienced professionals from outside school may be invited to contribute to the delivery of SRE in school. These visitors are invited into school because of the particular expertise or contribution they are able to make. In particular, the school nursing service, give us valuable support with our sex education programme.

The following guidelines are followed;

- All visitors are familiar with and understand the school's SRE policy and work within it.
- All input to PSHE lessons is part of a planned programme and negotiated and agreed with staff in advance.
- All visitors are supervised/supported by a member of staff at all times;
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

Confidentiality and Safeguarding Children Procedures

Teachers conduct sex education lessons in a sensitive manner and in confidence. If a child raises any concerns during these lessons related to child protection, teachers will inform the designated member of staff for child protection and safeguarding. The school's Child Protection policies will be followed and any actions taken will be in accordance with them.



Sex and Relationships Policy

Approved by the Governing Body: 05.07.2016

Review Date: 05.07.2018

The Role of the Headteacher

It is the responsibility of the headteacher to ensure that both staff and parents are informed about our sex education policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues and questions with sensitivity. The headteacher liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

The Role of Governors

The Foundation Governors and curriculum committee monitor our Sex and Relationships Education policy on a biennial basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. Foundation Governors give serious consideration to any comments from parents about the sex and relationships education programme, and keep a record of all such comments.

Resources

SRE resources are chosen and checked for

- being inclusive
- positive, healthy and unbiased messages
- age appropriateness
- promoting positive values
- accuracy
- being up to date

Other Policies

The SRE Policy has clear links with other Twyford C of E School policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

Equality Policy

Health and Safety Policy

Inclusion Policy

Special Educational Needs Policy

Drugs & Alcohol Policy



Sex and Relationships Policy

Approved by the Governing Body: 05.07.2016

Review Date: 05.07.2018

- PSHE Policy
- Positive Behaviour Policy
- Anti-bullying Policy
- Safeguarding/Child Protection Policy
- ICT Policy and Safe Internet Use Policy
- Confidentiality Policy

How will the SRE programme be monitored and evaluated?

- Discussions
- Teacher assessments
- Pupils' self-assessment and evaluations
- Teacher evaluations at the end of a block of lessons

Signed By:

Headteacher:

Governor:

Date:/...../.....



Sex and Relationships Policy

Approved by the Governing Body: 05.07.2016

Review Date: 05.07.2018

APPENDIX 1

SRE Coverage. Year Group	Area covered via Science	Area covered via RE and Values Education	Area covered via PSHE including SEAL Units	Vocabulary
Nursery /Reception	How to keep healthy - foods, exercise etc.	Differences between people and cultures and how we respect the differences.	Playing co-operatively Being confident in trying new experiences and speaking within a group. Following rules - behaviour expectations and consequences.	
Year One/ Two Two Year Cycle	<p>Ourselves -The senses and how humans and animals move and grow. Includes identifying main body parts.</p> <p>Health and Growth -How animals, including humans grow (life stages), their basic needs and the importance of exercise, hygiene and</p>	<p>Belonging - What it means to belong to a family, class, school, community, faith.</p> <p>Weddings - re-enact a Christian wedding ceremony and learn about the meaning of marriage and commitment.</p> <p>Family - people we care for and who cares for us.</p> <p>Health - being healthy and personal hygiene.</p>	<p>New Beginnings Relationships - Getting on and Falling out. Changes</p> <p>Good to be Me Relationships - Say No to Bullying Going for Goals</p>	



Sex and Relationships Policy

Approved by the Governing Body: 05.07.2016

Review Date: 05.07.2018

	healthy eating.	<p>Values education based on Christian values supporting relationships for life.</p> <p>The parables Jesus told and what they teach us about our relationship with God and each other.</p> <p>Family - people we care for and who cares for us.</p> <p>Health - being healthy and personal hygiene.</p> <p>Values education based on Christian values supporting relationships for life.</p>		
Year Three / Four Two year cycle	<p>Animals - including human skeleton, the importance of a balanced diet.</p> <p>Animals (including humans, teeth, eating, digestion)</p>	<p>Jesus' life, teachings and examples of how to live are embedded throughout the key stage.</p> <p>The Ten Commandments and their importance to keep us safe and happy in our</p>	<p>Good to Be Me Relationships - Say No to Bullying</p> <p>Going for Goals</p>	



Sex and Relationships Policy

Approved by the Governing Body: 05.07.2016

Review Date: 05.07.2018

		relationships.		
Year Five/ Six Two year cycle	<p>Animals - Describing the changes as humans develop from birth to old age including changes experienced in puberty, gestation periods of humans and other animals. Living things and Habitats (Life cycles of plants and animals) Animals including humans- human circulatory system. Impact of diet, exercise drugs and lifestyle on human body. Evolution (Will be introduced in 2016) - Recognising that living things produce offspring of the same kind but normally offspring vary</p>	<p>Y5 - The responsibilities of free will in every aspect of life - PANTS Y6 - Life as a journey, Rites of passage, The importance of commitment.</p>	<p>New Beginnings Relationships - Say no to bullying.Going for Goals Changes Sex Education visit by Primary Health Team Nurse focusing on bodily changes and personal hygiene delivered in single sex groups. Building on Year 5, the content then moves onto relationships and reproduction.</p>	



Sex and Relationships Policy

Approved by the Governing Body: 05.07.2016

Review Date: 05.07.2018

	and are not identical to their parents.			
--	---	--	--	--