

# Whitfield St James' CE (VC) Primary School

## Policy for Sex and Relationships Education (SRE)



## **WHITFIELD ST JAMES'** CE (VC) Primary School

*We undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE).*

DFE guidance, July 2020 states:

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools.

Primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

## **Introduction**

This policy covers Whitfield St. James' CE (VC) Primary School approach to teaching sex and relationships education (RSE). This policy is undergoing thorough consultation with the whole-school community including pupils, parents/carers, staff and school governors.

## **Why teach SRE?**

The aim of SRE is to provide children with accurate, age appropriate information, explore attitudes and develop positive values and skills in order to empower them to make positive decisions about their health related behaviour. This should take place with consideration of the qualities of relationships with particular reference to friendships, family relationships and relationships with other peers and adults.

In addition, SRE will promote self-esteem and emotional health and well-being and help them form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community. We do not tolerate any form of discrimination or bullying and challenge all reported incidents of homophobic or sexist discrimination.

*“Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils.” (DfE, 2019)*

With reference to the Equalities Act 2010 (See Equality policy)

[www.legislation.gov.uk/ukpga/2010/15/contents](http://www.legislation.gov.uk/ukpga/2010/15/contents)

In Sex and Relationships Education we aim to:

- Give pupils the knowledge and skills to recognise and manage risks and keep themselves safe, in real life and online

- Encourage pupils to develop a positive view of themselves and to respect others
- Respect difference and diversity
- Explore emotions, relationships and changes
- Help pupils recognise pressure in all its forms and have strategies to resist this
- Help pupils understand that they have rights over their bodies
- Offer all pupils a planned programme of education about human development, healthy relationships of all kinds, sexuality and family life which is developmental and appropriate to the age and maturity of the child.
- Provide opportunities for all students to learn appropriate to their needs
- Dispel myths, misinformation and prejudice

We use the following resources and when delivering RSHE:

‘Derbyshire County Council PSHE Matters’

‘Goodness and Mercy’ for Church of England Primary Schools <https://goodnessandmercy.co.uk/>

We will follow the guidance for sex education from ‘Goodness and Mercy’ for KS2 and deliver it to Year 6.

These methods may include whole class/small group/mixed gender group discussions, stories, role play, scenarios, puppets and videos but usually single gender groups are more appropriate and relevant. Class teachers are responsible for giving pupils the opportunity to discuss openly and honestly their feelings on a variety of social and emotional issues.

Occasionally, lessons may be delivered by outside agencies, (for example ChildLine and NSPCC). The lesson content will be discussed prior to the lesson and will be monitored by the class teacher and/or the SRE coordinator – Leo Ford.

### **Dealing with difficult questions**

We always distance the learning so that children and staff do not feel pressured into sharing personal information if they do not wish to. Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision will be made to meet the individual child’s needs. Each class will have a question box available for children to ask sensitive questions. The teacher will then use their professional judgement to answer questions either as a whole class, small group or an individual child. (This box may also be used as a ‘buffer’ for teachers, if they feel they would like time to consider their answer to a specific question). Teachers will also encourage pupils to ask their parents/carers any question outside the planned programme and with the pupil’s permission, inform parents/carers about questions their child has asked. Staff will use agreed phrases, where appropriate, in response to difficult questions: eg. ‘That is something that may be covered later on, maybe at secondary school’, ‘I can’t answer that question, but you could ask your parents/carers.’

## **Parent Partnership**

A positive relationship and communication between home and school is vital in the education of Sex and Relationships. The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to view the resources being used.

Parents have the right to withdraw their children from those aspects of sex and relationship education which are not included in the National Curriculum Science programme of study and alternative work would be set.

## **Safeguarding / Confidentiality**

Safeguarding underpins our entire curriculum.

SRE plays an important part in fulfilling the statutory duties all schools have to meet. The subject helps children understand the difference between safe and abusive relationships and equips them with the knowledge and skills to get help if they need it.

Children have the right to:

- Say no
- Respect their own body
- Speak out and know that someone can help




Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to the disclosure of a child protection issue or language/behaviours which are a cause for concern. If this happens, the staff member will inform the Head Teacher /Designated Child Protection person in line with the LEA procedures for child protection if there is a concern. A member of staff cannot promise confidentiality if concerns exist.

## **Right to Withdraw**

- Relationships and Health Education is compulsory in all state schools at every key stage.
- -The National Curriculum for Science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.
- At Whitfield St. James', the sex education objectives will be taught in accordance to the National Curriculum for Science and will also be addressed in the 'Goodness and Mercy' KS2 topics to Year 6, taught in ways appropriate to the age and maturity of pupils.
- -Sex education is not compulsory in primary school, however the DfE continues to recommend that all primary schools should have a sex education programme that is tailored to the age and maturity of the pupils.

However, parents have the right to withdraw their child from all or part of SRE by notifying the Headteacher in writing.

Relationship Education KS1


What should we know?	Connections	What should we be able to do?
<ul style="list-style-type: none"> <li>• Our school believes that you are loved and welcomed into the family of God.</li> <li>• Families are places where people grow and can be safe and are given love.</li> <li>• People in my school have different kinds of families who look after them.</li> <li>• My school is another kind of family where I am safe and am given love.</li> <li>• If I do not feel happy or safe in my home family or school family there is someone to go to for help.</li> <li>• Why friendships are good for us.</li> <li>• How we can be a good friend.</li> <li>• How we can show respect to other people who might be different to us.</li> <li>• What bullying is and some of the different ways people bully each other.</li> <li>• How to get help if you feel you are being bullied.</li> <li>• What is right to keep private and what are bad secrets.</li> <li>• That our bodies belong to us and that there is safe and unsafe touching.</li> <li>• How to ask for help if I feel unsafe or feel bad</li> </ul>	<div style="text-align: center;">  <p>Families</p>    <p>Friendships</p>    <p>No to bullying</p> </div>	<p>I can...</p> <ul style="list-style-type: none"> <li>• Talk about our families and the people who give us love (including the school as family and the Christian idea of the Family of God).</li> <li>• Talk about how we might show that we enjoy being in our families.</li> <li>• Show that we understand that different people have different kinds of families.</li> <li>• Know where to go for help if we feel unsafe or unhappy in our family or school.</li> <li>• Describe what a good friend is like.</li> <li>• Show kindness to someone who is a friend in a way they will like.</li> <li>• Describe why it is good to be able to show kindness to someone who is not our friend and try to include them in a game or activity.</li> <li>• Describe what bullying is, the different kinds of bullying and why it is hurtful.</li> <li>• Know where to go for help if you are bullied.</li> <li>• Talk about why it is good to be kind with our words and hands.</li> <li>• Talk about how our bodies belong to us.</li> <li>• Identify what is safe and unsafe touching.</li> </ul>

about any adult.	 Keeping safe, online and off	<ul style="list-style-type: none"> <li>• Explain that it is wrong to keep bad secrets and that people should not ask us to do that.</li> <li>• Tell a trusted adult if I feel unsafe.</li> </ul>
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Vocabulary	Definition
Family	A group of people living together. Often it is made up of a parent or parents and their child or children
Friend	A person who you know well and like and who likes you
Bullying	Actions that are unkind, that frighten or hurt people and make them feel picked on or outside the group
Safety	Keeping away from danger or harm
Boundaries	Making limits to keep you safe
<b>Theological vocabulary</b>	<b>Definition</b>
Eternal	God has always loved us and will never stop loving us

Created	We are specially made by God and so is everyone else
Frail	All people sometimes make mistakes
Expansive	God loves all people and wants us all to grow more into being good and kind to each other
Worthy	Everyone is special and really worth keeping safe
Included	No one should be left out or made to feel they are not as lovely as other people
Forgiven	If people say sorry then they should be allowed a fresh start
Faithful	It is good for us to keep sticking with our friends and family

on KS2

What should we know?	Connections	What should we be able to do?
<ul style="list-style-type: none"> <li>• Through the love, care and nurturing of those we live with many people are given security through the gift of family.</li> <li>• There are many different types of happy, caring families where children have good childhoods.</li> <li>• Marriage is a legal commitment intended to be lifelong.</li> <li>• Relationships can bring us joy and give us meaning; are good for us; we learn who we are and how to be less selfish.</li> <li>• For most Christians and people of other faiths and beliefs there is often a special ceremony of promises</li> </ul>	 <p>Families</p>	<p>I can...</p> <ul style="list-style-type: none"> <li>• Explain why showing gratitude for the love we receive from our friends, family, school etc. can have a healthy impact.</li> <li>• Give examples of how respect can be shown to people who come from kinds of families different to our own.</li> <li>• Explain how different wedding ceremonies can help people understand the commitment of marriage. (RE)</li> <li>• List the places for help and support when relationships in families, with friends online or with strangers make</li> </ul>



and rituals to mark marriage.

- If our families or those we live with are making us unhappy or uncomfortable we know how to ask for help.
- What the characteristics of good friendship are.
- It is good to be kind in our friendships and to not leave people out or feeling lonely.
- Friendships have ups and downs and we can learn from these but it is never right to be violent.
- How to know who to trust in our relationships, how to work out what to do when we are uncomfortable or unhappy, how to solve conflicts and how to seek help.
- There are different types of bullying, and reasons why people bully others.
- How not to be a bystander and how to get help.
- How we can protect ourselves and others from bullying.
- What stereotypes are and how they can be unfair and hurt people.
- The importance of asking permission and giving in friendships.
- How to create safe boundaries around our bodies; knowing what is private and public and what appropriate and inappropriate contact is.
- How to recognise and report the feeling of being unsafe; having the vocabulary and confidence to go to the right people to get support.
- **Our school believes that, through all the ups and downs of life, God never stops loving you.**



Relationships and marriage



No to bullying



Making good boundaries,  
online and off



Making and keeping good  
friendships


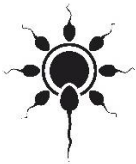
me feel lonely, unhappy, pressured or uncomfortable.



- Explain why it is important to welcome those people who others might leave out and how to make efforts to understand and enjoy people who are different to you.
- Describe the key features of a good friendship, talk about the ways to cope when there are fallings out and how someone can make peace again and not resort to violence.
- Explain how to think of the needs of a friend or family member and how they might make them happy and listen to their choices.
- Describe what it means to have high expectations in friendships and family; list unacceptable behaviours.
- Explain how stereotyping and bullying can be damaging.
- Describe what it means to be to be an upstander not a bystander when bullying occurs offline and online.
- Explain how to report bullying and how to support someone who has suffered unkindness.
- Explain right and wrong touching; show an understanding of what is appropriate behaviour in private and public; explain what a bad secret is and how to get help.
- Describe resilient behaviour and how to stay hopeful even when relationships are not working.
- Explain how people can accept forgiveness and say sorry when they are selfish or unkind; explain how people can change their behaviour.
- Describe the benefits of enjoying friends and family members and of staying faithful to them over time.

<b>Vocabulary</b>	<b>Definition</b>
Relationships	A connection between people
Marriage	An official bond to mark a union between two people; it can be recognised by law, religion or society
Stereotypes	Categorising a group of people and simplifying or standardising them as being all the same e.g. “All boys are...” or “All teachers are...”
<b>Theological vocabulary</b>	<b>Definition</b>
Eternal	Our Church school believes that, even though people might let us down or hurt us, God has always loved us and will never stop loving us.
Created	Everyone is made in the image of God and therefore we should always treat one another as sacred and special, never as a thing or an object.
Frail	All people will make mistakes and are capable of disappointing us or worse.
Expansive	God wants us to work towards wholeness and towards reconciliation with others who let us down and who we let down. God calls us to live more ‘holy’ or ‘God-supported lives’. God created a huge diversity of people and we need to be expansive to learn from and enjoy people even if they are not like us.
Worthy	All humans are of ultimate worth and precious; we are all worth protecting and keeping safe from harm.
Included	Good communities included and value us and we should ensure that we don’t bully or stereotype anyone else; we will be upstanders when we see bullying of others.

Forgiven	Our school believes that if we say sorry and stop our harmful behaviour then we may be offered forgiveness. In most cases, it is right to try to forgive others when they harm or upset us.
Faithful	We should try to maintain our friendships and relationships so we have and can give support and joy through our lives. We should communicate to our friends and family through words and actions that we appreciate the love and care that they offer.

### Key Stage 2 Sex Education (predominately taught in Y6)

What should we know?	Connections	What should we be able to do?
<ul style="list-style-type: none"> <li>• How people choose to have babies and how to choose the right time.</li> <li>• How most babies are made.</li> <li>• What happens in sexual intercourse between a man and a woman?</li> <li>• The names of the body parts involved in sexual intercourse.</li> <li>• Sexual intercourse can be a delightful and spiritual union between two people. This ultimate closeness can affect people physically and emotionally.</li> <li>• What the law is on the age of consent for sex.</li> <li>• Some people believe the best context for this level of closeness is in a long-term, faithful relationship such as marriage.</li> <li>• Some people prefer to be celibate (not have sexual intercourse with anyone).</li> </ul>	 <p>Sexual intercourse</p> 	<p>I can...</p> <ul style="list-style-type: none"> <li>• Explain what happens in sexual intercourse between a man and a woman.</li> <li>• Name the key parts of the body involved in sexual intercourse.</li> <li>• Explain how intimate relationships might affect people physically, emotionally and spiritually.</li> <li>• Describe why some people think that the best time for such closeness is within a long-term, faithful, committed relationship such as marriage.</li> <li>• Explain why it is important to only do this when you are at least 16 (British values/ Citizenship) and when I know it is right because both people will cherish each other. (In some beliefs or cultures the only right time is within marriage.)</li> <li>• Explain what happens at conception and be able to</li> </ul>

<ul style="list-style-type: none"> <li>• What happens at conception?</li> <li>• What happens between conception and birth? (Science)</li> <li>• Having a baby can be a wonderful event in people's life and is a huge responsibility.</li> </ul>	<p style="text-align: center;">Conception</p>  <p style="text-align: center;">Gestation (pregnancy)</p>  <p style="text-align: center;">Babies</p>	<p>explain the journey from pregnancy to birth. (Science)</p> <ul style="list-style-type: none"> <li>• Explain that some people make a positive choice for themselves not to have sex with anyone.</li> <li>• Talk about why having a baby is wonderful but a huge responsibility.</li> </ul>
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Vocabulary	Definition
Vagina	The passage in a woman that leads from the uterus to the outside opening of the female sex organs
Uterus	Also called the womb - the place a baby grows
Penis	The male sex organ – it has a channel through which sperm leave the body. It is also used to discharge urine from the body.

Sperm	A cell made by a male that can fertilise an egg made by a female, so that they can reproduce
Sexual intercourse	Heterosexual intercourse involves the penetration or insertion of the penis into the vagina .
Celibate	The state of voluntarily choosing not to have sex
Conception	The event of a sperm entering an egg and a new life beginning
Gestation	The process of a baby growing inside the womb from the time of conception until birth
Pregnancy	The state of having one or more babies growing in the womb
Parent	A mother or a father
<b>Theological vocabulary</b>	<b>Definition</b>
Created	All people have been created by God, in the image of God, and deserve to be observed and cherished as image-bearers of God. We are privileged to be given the power to create life and have the duty of using that power wisely and to take on the responsibility for the nurture of new life as parents.
Worthy	We are worthy of being protected and careful with ourselves and of being delighted in
Faithful	Staying true to someone and sticking by them; being loyal and constant even when it is difficult; going through life with someone and not giving up (unless there is a risk they will harm you or someone else).

If you would like to see possible activities the children may take part in, please see [www.goodnessandmercy.co.uk/teaching-resources/](http://www.goodnessandmercy.co.uk/teaching-resources/)

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