

**ST. LUKE'S C. of E. PRIMARY SCHOOL**

**POLICY – RELATIONSHIP & SEX EDUCATION**

Policy for Relationship & Sex  
Education  
Full Governing Body  
Reviewed Autumn 2018  
For Review: Autumn 2019

The policy will be reviewed in line with the Governing Body's Strategic Planner.

St. Luke's C of E Primary School believes that sex education in this school will be developmental and a foundation for further work in the secondary school.

The aim of the relationship & sex education policy is to clarify the content and the manner in which sex education is delivered in this school.

**Aims:**

- To provide sex education as a part of a wider curriculum on Health and Preparation for adult life.
- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.

**Moral and values**

The sex education programme will reflect the school ethos and demonstrate and encourage the following values:

- Respect for self
- Respect for others
- Responsibility for their own action
- Responsibility for their family, friends, school and wider community

The sex education programme will:

- Provide information, which is easy to understand and relevant and appropriate to the age and maturity of the pupils;
- Include the development of communication and social skills
- Encourage the exploration and clarification of values and attitudes

Sex education will be taught in the context of Christian values and relationships. Topics and themes will be repeated from year to year in greater depth taking account of the pupils' development and the spiral curriculum concept.

Pupils will normally be taught in class groups though Year 5 & 6 girls and boys may separately discuss the subjects of menstruation and of physical development and hygiene. Parents will be consulted prior to a course of formal sex education and will have the opportunity to discuss teaching content. Parents wishing to withdraw children e.g. on religious grounds may do so only after consultation with the Headteacher.

The involvement of the school nurse or other health professionals is encouraged following agreement on content and delivery.

The areas of study outlined below describe the knowledge and understanding, skills and attitudes which most pupils could be expected to have acquired by the end of Key Stage 1 and Key Stage 2.

### **Ages 4 – 5**

- People in my life. What they do for me and what I do for them;
- My moods – feeling happy, sad and so on;
- Friendships;
- Loss and mourning (for example a person, a pet);
- Keeping safe – danger I might come up against. Saying no;
- My body and other peoples bodies – similarities and differences;
- The beginning of life – me, animals, plants;
- Ageing – how we know things are alive, dead, young, old.

### **Ages 6 – 7**

- Changes as we grow;
- Different types of families;
- Feelings in families (for example, love, jealousy);
- What helps people to get on with each other (for example, listening/sharing);
- What makes me happy;
- What I like or don't like about other people;
- Keeping safe;
- Caring for myself – hygiene, sleep, exercise;
- People who help me to care for my self;
- Inside my body – the functions of different parts.

### **Ages 8 – 9**

- Feelings – things which make me happy, sad, embarrassed. scared and so on:
- Different situations – for example, teasing and bullying;
- Changes in my own body and in those of others;
- New babies begin and are born – how they grow;
- Family tree;
- Keeping healthy – exercise, diet and the immune system
- Friendship – who our friends are, how we make and lose friends;
- Making decisions – influences on me;
- Keeping safe;
- Varied lifestyle in the class and community – differences in others and how we feel about differences.

### **Ages 10 – 11**

- Decision-making, risk- taking
- Feelings about the future (for example changing schools);
- Families and how they behave – what members expect of each other;
- Celebrations of birth, Christening, puberty, marriage and death in different cultures;
- Expressing feelings and how we do this; being assertive, not bullying;
- Differences and similarities in people;
- Sexuality – what is it and what words describe it;
- Body changes in me and others – why they are happening;
- Things that go into my body that help (for example, good food and some drugs) and harm (for example some drugs, cigarette smoke, poisons);
- Messages about health and sexuality from television, films, newspapers.

### **Co-ordination**

Sex education will be co-ordinated by the Assistant Headteacher (Curriculum) in co-operation with the KS1 and KS2 Leaders.

### **Delivery**

- As topics
- Through planned aspects of science
- Through pastoral time – circle time
- Addressed occasionally in Collective Worship
- Through occasional visits from the school nurse, parents and younger or older siblings;
- Through the appropriate use of story time.

### **Resources**

The range of materials used will be available for review on request. Books are available to the children in the library. Contents of the curriculum will be shared with parents.

### **Assessment**

A variety of information evaluation activities have been built into the programme. Teachers are required to keep their own personal record of each lesson. Many of the elements of sex education are assessed through other areas of the curriculum e.g. science.

### **Working with parents**

The school is committed to working with parents. Pupils can be withdrawn by their parents from part of our sex education that is outside the compulsory elements of sex education contained in the science National Curriculum. Parents wanting to exercise this right are invited to see the headteacher. He will explore the concerns of parents and the possibilities of adjusting the programme or approach and will discuss any impact that withdrawal may have on the child. He will talk with the parents about the child's possible negative experiences or feelings that may result from exclusion and the ways in which these can be minimised. Once a child has been withdrawn they cannot take part in sex education until the request for withdrawal has been removed.

### **Child sexual abuse**

The school has a child protection policy and procedure which is available on request.

### **Confidentiality**

As a general rule, a child's confidentiality will be maintained by the teacher or member of staff concerned. If this person believes that a child is at risk or in danger, she/he is to talk to the Headteacher who will take the appropriate action, if necessary. The child concerned will be informed that confidentiality is being breached and the reasons why. The child will be supported by the school throughout the process.

### **Answering difficult questions**

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed individually later. This school believes that individual teachers must use their skill and discretion in those situations and refer to the Assistant Headteacher (Curriculum) if they are concerned.