



**St Faith's**  
Church of England School

## **Sex and Relationship Policy**

At St Faith's School we take pride in being a multicultural community with a Christian ethos where worship and religious education are integral parts of our school life.

We actively encourage the development of the whole child: intellectually, physically, emotionally, spiritually and socially.

We continually look to improve our happy, secure and learning environment where all children are encouraged to reach for their best regardless of where they begin their learning journey.

We value the ever growing partnership between the children, parents, teachers, support staff, governors and the wider community that builds on the sense of all belonging, trusting and sharing.

We actively invest and explore ways to corporately enhance the high standards of behaviour through self-discipline, respect for others and applying principles of honesty, forgiveness and reconciliation to all in our school.

### **INTRODUCTION**

- 1.1 Sex education in St Faith's is part of the pupils' social and personal education and is addressed through the whole curriculum. The aim is to teach every child about their own sexuality and in particular as linked with the onset of puberty.
- 1.2 The sex education teaching at St Faith's should be complementary and supportive to the home teaching where sex education is most effectively taught by parents responding to their children's natural curiosity and answering questions.
- 1.3 This statement is made to comply with the Circular 5/94 and the 1986/1993 Education Acts which require Governing Bodies to produce a written outline of the school's sex education policy and to make it available to parents on request.

### **AIMS**

- 2.1 To present sex and relationships in an objective balanced and sensitive manner with awareness of the values of the Christian tradition and of the law on sexual behaviour.
- 2.2 To encourage pupils to appreciate the role of sex within the context of loving relationship, the value of marriage and stable family life, and the responsibilities of parenthood.
- 2.3 To help pupils to consider the importance of respect for themselves and others, acceptance of responsibility, sensitivity towards the needs and views of others, loyalty and fidelity.
- 2.4 To help pupils to understand and feel confident about their own maturing sexuality
- 2.5 Care is taken to match sex education to the maturity of the pupils involved and the needs of the class as a whole. Pupils' questions are answered sensitively and with due consideration for any religious or cultural factors which might be relevant to any issue.

## **CONTEXT AND ORGANISATION OF SEX EDUCATION**

- 3.1 Throughout the school the foundations of sex education are laid in several ways.
1. Class projects which involve study of the human body, genetics and science, social and health topics.
  2. Religious Education, e.g. Topics such as Caring, Families and differences, which handle interpersonal relationships and caring.
  3. Hidden curriculum. This refers especially to incidents which give rise to questions from the children and open up opportunities for discussion.

## **THE ROLE OF PARENTS**

- 4.1 The teaching of sex education should be complementary and supportive to the role of parents, whose prime responsibility is to help their children to cope with the emotional and physical aspects of growing up.
- 4.2 Parents have the right to withdraw their children from all or part of sex education provision. All requests for withdrawal must be made in writing to the Headteacher.
- 4.3 Parents are not entitled to withdraw their children from the teaching about human development and reproduction.

## **THE ROLE OF THE HEADTEACHER, TEACHING STAFF AND THE CURRICULUM COMMITTEE**

- 5.1 The Headteacher, teaching staff and the Curriculum Committee will contribute to the preparation, review and updating of the Sex Education Policy. The Headteacher will develop procedures for dealing with parental requests for withdrawal and decide on alternative arrangements for pupils who are withdrawn from sex education.
- 5.2 Discretion and judgement will be exercised over the raising of explicit issues by an individual pupil. Teachers are advised to discuss the child's concerns first with the parents and to follow their wishes. In exceptional circumstances, the teacher may feel it to be appropriate to speak individually to the child before consulting the parents, to clarify the basis for concerns.
- Where there is a risk that a teacher might be compromised, they are advised to be accompanied by another member of staff (Circular 5/94).

## **THE ROLE OF THE GOVERNING BODY**

- 6.1 Governors must ensure that the sex education provision reflects the moral stance and value of family life identified in Section 46, Education (No.2) Act 1986.
- 6.2 The governors should maintain a distinction between their responsibility for determining general policy and the professional skills of the Headteacher and staff in the delivery of the curriculum.
- 6.3 The Teaching and Learning Committee review the Sex Education Policy every three years.

## **Scheme of Work – Sex Education**

### Year 1

- To understand some basic hygiene principles
- To know how to keep clean and look after oneself
- To introduce the concept of growing and changing
- To know how people grow and change
- To understand that babies become children and then adults
- To know the differences between boy and girl babies
- To explore different types of families and to ask for help
- To know there are different types of families
- To know which people we can ask for help

### Year 2

- To introduce the concept of male and female and gender stereotypes
- To identify differences between males and females
- To talk about the ways boys and girls can be the same and different
- To understand that some people have fixed ideas about what boys and girls can do
- To describe the difference between male and female babies
- To explore some of the differences between males and females and to understand how this is part of the lifecycle
- To describe some differences between male and female animals
- To describe some differences between boys and girls
- To understand that making a new life needs male and female
- To focus on sexual difference and name body parts
- To describe the physical differences between males and females
- To name the male and female body parts

### Year 3

- To explore the differences between males and females and to name the body parts
- To know some of the differences and similarities between males and females
- To name male and female body parts using agreed words
- To consider touch and to know that a person has the right to say what they like and dislike
- To identify different types of touch that people like and do not like
- To understand personal space
- To talk about ways of dealing with unwanted touch
- To explore different types of families and who to go to for help and support
- To understand that all families are different and have different family members
- To identify who to go to for help and support

### Year 4

- To explore the human lifecycle
- To describe the main stages of the human lifecycle
- To describe the body changes that happen when a child grows up
- To identify some basic facts about puberty, reproduction and pregnancy
- To know that during puberty the body changes from a child into a young adult
- To understand why the body changes during puberty
- To identify some facts about pregnancy
- To learn about the physical changes associated with puberty
- To know about the physical and emotional changes that happen in puberty
- To know that each person experiences puberty differently

## Year 5

- To explore the emotional and physical changes occurring in puberty
- To explain the main physical and emotional changes occurring in puberty
- To ask questions about puberty with confidence
- To understand male and female puberty changes in more detail
- To understand how puberty affects the body and the emotions
- To describe how to manage physical and emotional changes
- To explore the impact of puberty on the body and the importance of physical hygiene
- To explore ways to get support during puberty
- To explain how to stay clean during puberty
- To describe how emotions change during puberty
- To know how to get help and support during puberty

## Year 6

- To consider puberty and reproduction
- To describe how and why the body changes during puberty and in preparation for reproduction
- To talk about puberty and reproduction with confidence
- To consider reproduction in the context of relationships
- To discuss different types of adult relationships with confidence
- To explain how babies are made
- To explore the process of conception and pregnancy
- To describe the decisions that have to be made before having a baby
- To know some basic facts about pregnancy and conception

Governors have decided to include a lesson based on Female Genital Mutilation [FGM] as a measure of good practice and safeguarding pupils welfare.

Governors Agreed: 12<sup>th</sup> July 2016