Purley Partnership Federation

Purley Nursery School
Achieving and growing together

Christ Church Primary School
Nurturing lifelong learners with God's guidance

Relationships & Sex Education Policy
(previously Sex & Relationships Education)

Developed June 2024, due for review June 2027

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Background Information

Purley Partnership Federation includes Purley Nursery School and Christ Church Primary School.

Purley Nursery School is a Local Authority maintained school with an inclusive ethos. This happy, caring environment nurtures children and supports them to develop relationships through the adult role models provided and through the strong emphasis on the development of relationships in line with the Early Years Foundation Stage curriculum.

Christ Church Primary School is a Voluntary Aided Church of England Primary School maintained by the London Borough of Croydon and supported by the Southwark Diocesan Board of Education. Through our close connections with Christ Church and other local worshipping communities, our School has a strong Christian ethos. We believe that through Christian teaching and example children will understand the enrichment that personal faith in Jesus brings.

This policy was originally developed in June 2024 by Christ Church School PSHE Coordinator through a variety of consultation methods involving pupils, parents/carers, staff and governors. All views were taken into account when developing this policy and the Relationships and Sex Education (RSE) programme. The policy is in keeping with the Southwark Diocesan Board of Education Relationships and Sex Education Policy Statement (Appendix 1) and the Church of England Document 'Valuing All God's Children'.

Jigsaw Curriculum Intent

At Christ Church School, it is our intent that the Relationship and Sex Education (RSE) and Personal, Social and Health Education (PSHE) curriculum delivers learning that is accessible to all and ensures children understand how to play a positive and successful role within our society, both now and in the future.

The curriculum aims to tackle the moral, social and cultural issues of growing up. We provide our children with opportunities to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. Children will also be asked to make links between their learning and the social and cultural issues surrounding them in the community.

What is Jigsaw, the mindful approach to PSHE, and how does it work?

Jigsaw is a whole-school approach and embodies a positive philosophy and creative teaching and learning activities to nurture children's development as compassionate and well-rounded human beings as well as building their capacity to learn.

Jigsaw is a comprehensive and completely original PSHE Education programme (lesson plans and teaching resources) for the whole primary school from ages 3-11 (12 in Scotland). Written by teachers and grounded in sound psychology, it also includes all the statutory requirements for Relationships and Health Education, and Sex Education is also included in the Changing Me Puzzle (unit).

Jigsaw has two main aims for all children:

• To build their capacity for learning

• To equip them for life

Jigsaw brings together PSHE Education, compulsory Relationships and Health Education, emotional literacy, mindfulness, social skills and spiritual development. It is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time at their own level. There are six Puzzles (half-term units of work) and each year group is taught one lesson per week. All lessons are delivered in an age- and stage-appropriate way so that they meet children's needs.

Aims and Objectives
This policy is a working document which provides guidance and information on all aspects of RSE in the school for staff, parents/carers and governors. To be accessible to all of these groups the document is available on request and can be seen on the school website.

Policy Statement
Good quality Relationships and Sex Education promotes the core values of respect, love and care. It also provides the opportunity for children and young people to reflect on their own attitudes and beliefs and those of their peers and others. (Sex Education Forum).

This policy covers our schools' approach to:

Moral and Values Framework
The RSE programme within the Federation reflects the Christian ethos of Christ Church School and is in keeping with the ethos of Purley Nursery School. It demonstrates and encourages the following values:
- Respect for self and developing a healthier, safer lifestyle;
- Respect for others;
- Responsibility for their own actions;
- Responsibility for their family, friends, schools and wider community.

Parents will be invited to attend a specific year group information session with a member of staff, which will outline all the topics covered within the relevant year group at the beginning of the academic year. Prior to the delivery of any Sex Education learning, parents will be informed, in writing, of the topics to be covered in the lessons.

Equal Opportunities Statement
The Federation is committed to the provision of RSE to all of its pupils. Our aim is to respond to the diversity of children's cultures, faiths and family backgrounds. Groups with diverse experiences will be given equal time and provision, while special needs and disabilities will be given extra support, the specific differentiated support will be identified in line with the pupils specific needs. We ensure RSE fosters gender equality and LGBTQ+ (lesbian, gay, bisexual, trans, still exploring your sexuality) equality, which challenges all forms of discrimination in RSE lessons and in every-day school life. All teaching should be sensitive and age appropriate in approach and content. (Refer to The Equality Act 2010 and the Federation Equality, Community Cohesion and Accessibility Policy.)

Sexual Identity and Sexual Orientation
The Federation believes that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively.

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

"We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value" (Valuing All God's Children, Church of England 2017)

Roles and responsibilities
The RSE programme developed at Christ Church School will be led by the PSHE Lead, Mental Health Lead, supported by the Executive Head Teacher, the link Governor and a Parent working group. Ongoing, the policy will be reviewed every 3 years by the PSHE Lead and the Governing Body. Their purpose will be to review the RSE policy and curriculum, and ensure the Church of England ethos remains in all that we do.

Teachers - RSE will be taught by all class teachers. Teaching staff will receive annual training to support them with delivering effective RSE.

Parents and carers are the key people in teaching RSE to their children, supported by the school. Annually parents will be invited to information evenings where they can discuss the Relationships and Sex Education provision. We ask parents to speak with us if they require support regarding how to answer their children's questions.

Legislation (statutory regulations and guidance)
The current regulations and guidance from the Department for Education state that from September 2020, all schools must deliver Relationships Education (in primary schools) and Sex Education (in secondary schools). However, it is advised that primary schools deliver RSE Education.

The parental right to withdraw pupils from RSE remains in primary and secondary education, for aspects of sex education which are not part of the Science curriculum.

Documents that inform the school's RSE policy include:

- Education Act (1996)
- **Jigsaw Scheme of work**
- Learning and Skills Act (2000)
- Education and Inspection Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for 21st century (2014)
- Keeping children safe in education - Statutory safeguarding guidance (2021)
- Children and Social Work Act (2017)

Other related policies and documents include the PSHE Policy, Anti-Bullying Policy, Safeguarding Policy and the Equality Policy.

Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children.

Curriculum design

It is our intention that all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development with differentiated provision if required. At Christ Church School, RSE will be taught through dedicated PSHE sessions, Science, RE and the **Jigsaw** Framework.

Christ Church School RSE programme is an integral part of our whole school PSHE education provision and will cover:

NON-STATUTORY RELATIONSHIPS EDUCATION -As part of our PSHE/Relationships Education programme of study, children will be taught what a relationship is; the different types of relationships they might have e.g. with family members, friends, and other adults; the importance of healthy and secure relationships to wellbeing; what constitutes a healthy relationship, in person and online; how to set and observe appropriate boundaries in relationships; how to recognise when a situation is unsafe; strategies for dealing with situations that they find uncomfortable or that are unsafe; and sources of help and advice.

A summary of the key objectives of the statutory Relationships Education curriculum is set out below.

Families and people who care for me

Children should know:

- That families are important for children growing up because they can give love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.

- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Children should know:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

Pupils should know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive. The importance of permission-seeking and giving in relationships with friends, peers and adults.

STATUTORY SEX EDUCATION.

As part of statutory Health Education at Christ Church School, children are taught in an age appropriate way about puberty and the associated physical and emotional changes from Year 3 onwards. As part of the science curriculum, children learn in Year 5 about how reproduction occurs in some plants and animals. The DfE guidance 2019 also recommends

that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. It is mandatory for RSHE to be taught in all primary schools. Health education should include puberty, including menstruation, and this should as far as possible be addressed before onset. It also focuses on teaching the characteristics of good physical health and mental wellbeing, and teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

Children are taught:

- that for a baby to begin to grow, part comes from a mother and part comes from a father; that in most animals including humans the baby grows inside the mother (Year 5)
- that for a baby to be made, a sperm from the father and an egg from the mother must meet; that this can happen when a grown-up man and woman share an especially close and loving embrace that is a loving and very private part of a grown-up relationship (no detail on what this involves). (Year 5)
- that when a sperm and egg meet, this is called conception; that conception usually occurs as a result of sexual intercourse, and what sexual intercourse means how a baby develops in the womb and how babies are born (Year 5)

Online relationships

Pupils should know:

- That people sometimes behave differently online, including by pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- How information and data is shared and used online.

Being safe

Pupils should know:

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard.

- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to get advice e.g. family, school and/or other sources.

In each year group, lessons will recap on the content of previous years as a reminder and to allow for children to "catch up" if they were not present for the previous year's lessons.

We recognise that children in younger year groups may ask questions that cannot be answered without reference to content from older year groups. Should this occur, we will respond by telling them that they will learn about that when they are older. Please see the relevant section within this policy for further information on how teachers manage difficult questions in RSE.

We believe that teaching this additional content to pupils will ensure that they are better prepared for transition to secondary school and also support their personal and social development as they grow into young adults. As is legally prescribed, parents have a right to withdraw their children from these additional nonstatutory sex education lessons – please see the relevant section within this policy in regard to this process.

The updated content of the RSE curriculum will be finalised after a consultation process involving parents/carers, staff, governors and the Croydon Healthy Schools Advisor is complete. (RSE working party)

The Early Years across the Federation Schools

Personal, social and emotional development (PSED) is a prime area of learning in the Early Years Foundation Stage curriculum. PSED is recognised as one of the building blocks of success in life. It supports children's development by helping them to interact effectively and develop positive attitudes towards themselves and others. PSED includes three aspects of children's learning and *development each with its own Early Learning Goal; self-confidence and self-awareness, managing feelings and behaviour and making relationships. The Federation schools regard this prime area of learning as fundamental to relationships education.

"Supporting children and young people to establish good habits and approaches to keeping well should happen as early as possible as part of forming a repertoire of good foundations for adult life as well as enabling them to enjoy more fully the 'here and now'. The early years of schooling are particularly valuable in that these are often the times when contact with parents and carers is at its strongest." (Mental Health and Wellbeing Guidance, Church of England 2018 p3)

RSE Topics Jigsaw (EYFS - Year 6)

There are four main aims of teaching RSE:

Each year group will be taught appropriate to their age and developmental stage. At no point will a child be taught something that is inappropriate; and if a question from a child arises and the teacher feels it would be inappropriate to answer, (for example, because of its mature or explicit nature), this information with be shared with you by your child's class teacher. The question will not be answered to the child or class if it is outside the remit of that year group's programme.

Below is a summary of RSE coverage within the Jigsaw scheme for each year group:

- **Foundation Stage – Growing up: how we have changed since we were babies**
- **Year 1 –** Boys' and girls' bodies; naming body parts
- **Year 2 –** Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is)
- **Year 3 –** How babies grow and how boys' and girls' bodies change as they grow older
- **Year 4 –** Internal and external reproductive body parts, body changes in girls and menstruation
- **Year 5 –** Puberty for boys and girls, and conception
- **Year 6 –** Puberty for boys and girls and understanding conception to birth of a baby

If you would like more information about statutory Relationships and Health Education, please click below to read a parent and carer guide. Further information about how the school approaches the teaching of Relationships and Sex Education through the Jigsaw programme can also be found within the documents listed in the Appendix.

Safe and Effective practice

Models of delivery

The DfE guidance establishes that Relationships Education or RSE, Health Education (RSHE) and any additional PSHE should be taught by the school as a separate subject within the basic school curriculum. It cannot therefore be delivered through another subject, such as RE. There will, however, be some overlap with content in other national curriculum subjects such as citizenship, science, computing and PE. Subject leads should ensure that other subjects complement, rather than duplicate, content covered in PSHE and RSHE.

Distancing Techniques

In order to protect children's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we will use fiction, puppets, case studies, role-play to enable children to share ideas and opinions and to practise their decision making skills in a safe learning environment.

At Purley Nursery School, RSE is delivered by Early Years staff through high quality adult interactions during child-initiated and adult directed activities.

At Christ Church School, RSE is normally delivered by class teachers in mixed gender groups.

A Safe Learning Environment

Staff will:

- work with pupils to establish ground rules about how they will behave towards each other in discussion;
- provide opportunities for pupils to discuss issues in small groups as well as sharing views with the whole class;
- make boxes available in which pupils can place anonymous questions or concerns;
- provide access to balanced information and differing views to help pupils clarify their own opinions (whilst making clear that behaviours such as racism, homophobia, bi-phobia, transphobia, discrimination and bullying are never acceptable in any form);

- be cautious about expressing their own views, bearing in mind they are in an influential position and must work within the school's values, policies and the law;
- be sensitive to the needs and experiences of individuals, as some pupils may have direct experience of some of the issues;
- always work within the school's policies on safeguarding and confidentiality (and ensure pupils understand school policies on disclosure of confidential information and follow-up concerns in a more appropriate setting outside lessons);
- link PSHE education into the whole-school approach to supporting pupil well-being;
- make pupils aware of reliable sources of support both inside and outside the school.

Ground Rules

To be effective, teachers and pupils need to develop ground rules together and then test them in discussion and group activities, amending them as necessary. Examples of good ground rules include:

- Openness - we will be open and honest, but not directly discuss personal/private lives. We will discuss examples but will not use names or descriptions which could identify anyone.
- Keep the conversation in the room - we feel safe discussing issues and we know that our teacher will not repeat what is said in the classroom unless they feel concerned we are at risk, in which case they will follow the school's safeguarding policy.
- Non-judgmental approach - it is okay for us to disagree with another person's point of view but we will not judge, make fun of, or put anybody down. We will challenge the opinion, not the person.
- Right to pass - taking part is important. However, we have the right to pass on answering a question or participating in an activity and we will not put anybody 'on the spot'.
- Make no assumptions - we will not make assumptions about people's values, attitudes and behaviours, identity, life experiences or feelings. We will listen to the other person's point of view respectfully and expect to be listened to ourselves.
- Using appropriate language - we will use correct terms rather than slang terms, as they can be offensive. If we are not sure what the correct term is, we will ask our teacher.
- Asking questions - we are encouraged to ask questions and they are valued by our teacher. However, we do not ask personal questions or anything intended to deliberately try to embarrass someone.
- Seeking help and advice - if we need further help or advice, we know how and where to seek it - both in schools and in the community. We will encourage friends to seek help if we think they need it.

Controversial and Sensitive Issues

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues at Christ Church School are taught within the framework of Christian values. Pupils are made aware of a variety of views and beliefs so that they are able to form their own, informed opinions but also understand that others may have different opinions.

Dealing with Questions

We acknowledge that sensitive and potentially difficult issues will arise in RSE as children will naturally share information and ask questions. When spontaneous discussion arises, it

will be guided in a way which reflects the stated school aims and curriculum content for RSE. As a first principle we will answer questions relating to the taught planned curriculum for that age group to the whole class. We will answer questions relating to areas beyond the taught planned curriculum for that age group, in a sensitive and age appropriate way only to the child or children who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it they will seek guidance from the PSHE leader. If a member of staff has any concerns they should take them to the Safeguarding Officer.

Safeguarding and Child Protection
Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. The Federation Schools have a separate Safeguarding Policy. Staff should be aware of the procedures for reporting their concerns. This includes staff fulfilling their legal duties and delivering teaching to prevent extremism, forced marriage, honour based violence, female genital mutilation, human trafficking, modern day slavery, sexual exploitation, grooming and any kind of abuse.

If staff are concerned about the safety of a child, they will consult with the designated safeguarding lead and in their absence one of the deputies.

Confidentiality
As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. However staff must not promise absolute confidentiality as work relating to RSE may give rise to disclosures. In these cases, staff will follow the Safeguarding policy.

Working with External Visitors
Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE in school, for example the NSPCC. Christ Church Primary School has a code of practice for using visitors to support the delivery of PSHE/RSE:

- Visitors are invited in to school because of the particular expertise or contribution they are able to make;
- All visitors are familiar with and understand the school's RSE policy and work within it;
- All input to PSHE lessons are 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.
- Any external contributor will work within school policies relating to handling sensitive issues and confidentiality, health and safety and any specific policies relating to subject content such as drug education and relationships and sex education. It is essential that safeguarding protocols and policies are clearly shared with any visitor to the classroom - including the boundaries for what can and cannot be kept confidential - and that these protocols and policies are fully adhered to.

- It is not appropriate to encourage pupils to reveal any personal information that may incriminate themselves or others or that they wish to remain confidential.
- Safeguarding checks including DBS checks are required if an external contributor is to be left in sole charge of a pupil or pupils. The school follows the PSHE Association recommendation that the teacher or equivalent member of staff is always present, as they remain responsible for child protection as well as behaviour and health and safety.

Assessment, Monitoring and Evaluation

Jigsaw is monitored and reviewed regularly by the staff and governing body. All teaching takes place in a safe learning environment and is underpinned by our school ethos and values.

Elements of the sex education in the science curriculum are assessed formally.

Evaluation of the RSE programme outside the science order is conducted using a variety of informal activities which have been built into the programme. Christ Church School believes in the importance of training for staff delivering RSE. Staff are encouraged to access appropriate training and support to help them deliver effective RSE.

Monitoring is the responsibility of the Governors, Executive Headteacher and teacher with responsibility for RSE at Christ Church School. The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required.

Parental/Carer involvement
The Federation Schools are committed to working with parents and believe that it is important to have the support of parents and the wider community for the PSHE and RSE programme.

Christ Church School parents and carers are provided with the opportunity to find out about and discuss the school's programme each year through specific year group RSE Parent Workshops. In addition information can be obtained from parents' evenings, in policy development, the school website and prospectus and displays. We also encourage an open-door policy to help ensure that parents and carers can discuss issues with the school staff in a positive, sensitive and proactive manner.

Materials are available to parents/carers who wish to supplement the school RSE programme or who wish to deliver RSE to their children at home.

Specific Issues within RSE - right to withdraw children from sex education
Parents/Carers have the right to request that their child be withdrawn from some of the non-statutory relationships and sex education delivered at **Christ Church** S**chool**, except for those parts included in statutory National Curriculum.

Parents **will not** be able to withdraw their child from Relationship and Health Education in primary school. Puberty and reproduction lessons are part of the Science curriculum and are compulsory.

In **Key Stage 1** children should be able to:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

- Observe and describe how seeds and bulbs grow into mature plants.
- Notice that animals, including humans, have offspring which grow into adults.

In **Key Stage 2** children should be able to:

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describes the life process of reproduction in some plants and animals.
- Describes the changes as humans develop to old age.

Those parents/carers wishing to exercise this right are invited to see the PSHE Lead and/or Executive Head Teacher who will explore any concerns and discuss any impact that withdrawal may have on the child.

Parents are sent letters each year, which will include the topic list, exploratory questions and a guidance/information sheet, at least two weeks prior to each class beginning the RSE programme. The class teachers prepare an after school presentation for parents where the resources will be made available for them to view and the opportunity to ask any questions. Parents who wish to withdraw their child from the RSE programme for the current year should put this in writing to the Executive Head Teacher at this point.

If a child is withdrawn from their class RSE, arrangements will be made for them to continue their learning in their year group partner class during the relevant lesson.

Community Voice
In order for the RSE curriculum at Christ Church School to be implemented and reviewed, it is important that the voice of all stakeholders in the school community are heard. To accommodate this, various groups have established:

- RSE Working Party (including PSHE Subject Leader, Executive Head/Deputy Head, PHSE Governor and members of the parent body);
- Children will have the opportunity to express their views of the SRE curriculum through the school council and pupil questionnaires;
- Letters and questionnaires will be sent to parents to keep them updated of new developments and to gain feedback and opinion.
- Parent Workshops will be run for each year group, where parents will be invited to submit questions both verbally and electronically.

Dissemination
The policy is published on the Christ Church Primary School website and copies are available from the school office. Training is regularly delivered to staff on the policy content. A short summary of the policy is included in the school prospectus.

At Christ Church School, parent information meetings are held prior to planned RSE sessions, to inform parents about the school's Relationships and Sex Education programme.

The PSHE coordinator facilitates the gathering of policy feedback from parents, staff and pupils every three years.

Related Policies

- PSHE Policy
- Equality, Community Cohesion and Accessibility Policy

APPENDIX 1 Southwark Diocesan Board of education Policy Statement on Sex and Relationship Education

SOUTHWARK DIOCESAN BOARD OF EDUCATION

POLICY STATEMENT

SEX AND RELATIONSHIP EDUCATION

This Southwark Diocesan Board of Education policy statement on sex and relationship education is rooted in Christian values and reflects the diverse and inclusive nature of our Diocese. Effective sex and relationship education is essential if young people are to make responsible, confident and well-informed decisions about their lives. It should not be delivered in isolation. It should be firmly rooted within the framework of Personal, Social and Health Education (PSHE) and the National Curriculum. It should be taught within a moral, family-orientated and Christian context.

As part of sex and relationship education, pupils should be taught about the nature and importance of marriage and family life in bringing up children, and the significance of stable relationships as key building blocks of community and society. Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances.

Sex and relationship education is lifelong learning about physical, social, moral, spiritual and emotional development. It is about the understanding of the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.

Parents and carers are the key people in teaching their children about sex, relationships, and growing up. Schools should always work in partnership with parents and carers consulting them regularly on the content and approach of this curriculum. Others in the wider community such as health professionals etc may also have a valuable part to play.

(This policy statement takes into account statutory and non-statutory guidance issued by the DFE and the National Society)

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Ages 11-12 (Scotland)	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Manging my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships, e.g. media influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education