



THE CATHEDRAL SCHOOL  
OF ST. SAVIOUR AND ST. MARY OVERIE

# SEX & RELATIONSHIP EDUCATION POLICY

## **SEX & RELATIONSHIP EDUCATION POLICY**

### **Context**

Appropriate and responsible Sex and Relationship Education is an important element in the work of schools in preparing children for adult life. It calls for careful and sensitive treatment in determining their policy for Sex Education. Governors are required by law to have regard to any representations made to them by any persons connected with the community served by the school and to any made by the Chief Officer of Police connected with his responsibilities.

Sex & Relationship Education must be provided in such a manner as to encourage pupils to have due regard to moral considerations and the value of family life. It is the responsibility of the Governing Body to ensure this.

### **Definition**

Sex and Relationship Education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

### **Aims**

- To complement and support the work of parents.
- To prepare pupils to cope with the physical and emotional challenges of growing up.
- To give pupils an elementary understanding of human reproduction.
- To support the personal and social development of all pupils.
- To offer balanced and factual information appropriate to the age and maturity of the pupils acknowledging the moral and ethical issues involved.

### **Objectives**

- To discover what pupils know, understand, think and feel and to identify their needs.
- To create a programme for progressive and differentiated learning which caters to pupils' needs and is sensitive to individuals and groups.
- To encourage unembarrassed acceptance of sexuality by providing appropriate vocabulary for parts of the body and encourage positive attitudes to all bodily functions.
- To generate an atmosphere where questions and discussions on sexual matters can take place without embarrassment.
- To counteract misunderstanding of how the body functions.
- To enable pupils to accept variation in rates of growth and development (physical, emotional, social) and in ages when puberty or sexual activities commence.
- To provide constant reassurance that change is part of the life cycle and to give help in adjusting to these changes.
- To recognise the value of loving and caring relationships.

### **General**

At primary level, particular care and sensitivity is needed in matching teaching to the maturity of the pupils involved, which may not always be indicated by chronological

age. It is the responsibility of the Class Teacher to ensure that Sex and Relationship Education is taught at a level that is appropriate to their particular class.

At Cathedral School Sex and Relationship Education will be taught within the clear moral framework of the Christian Faith.

Sex Education should be a shared responsibility between home and school and should be embedded within the school's PSHE framework. Parents have the right to withdraw their children from all parts of the sex and relationship education provided at school except for those parts included in the statutory National Curriculum. It should be relevant to the individual's experience of life, and set within the context of a changing society, being sensitive to other ethnic backgrounds.

The teaching of Sex and Relationship Education requires great sensitivity, this can be achieved through a variety of different approaches; distancing techniques, discussion and project learning and questions. Questions from the children need to be answered honestly and openly, and there may be individual children who seek a greater depth of explanation in certain issues. The class teacher should direct and teach the programme, with guidance from the PSHE co-ordinator, a flexibility of approach would be valuable in this. Outside help, e.g. the school nurse, Southwark Sex and Relationship Education Team may prove appropriate and invaluable at certain times.

Sex and Relationship Education will be taught at Cathedral School following the PSHE Scheme of Work. Class teacher's will evaluate their individual Medium Term Plans on a weekly basis, detailing whether the learning objective has been achieved, specific children that need further support and implications for future planning and teaching. This planning and evaluation will be monitored by the PSHE co-ordinator on a half termly basis.

**At the end of Key Stage 1 children should know:**

- Living things come from living things
- Like comes from like
- About themselves
- Biological names of external parts of the body
- Male and female are needed to create a baby
- Babies grow after birth and need to be cared for
- Birth rituals
- Changes, e.g. tadpoles, butterflies.

**Suggested Topics**

Ourselves  
Growth  
Change

**At the end of Key Stage 2 children should know:**

- About myself as a changing person
- Puberty, emotional and physical
- Correct names of parts of the male and female body
- Hygiene - care of parts of the body
- Major organs of mammals and plants
- The process of reproduction in mammals and plants

- Pregnancy and birth stages
- The main stages of the human life cycle
- Issues of gender
- Variety of family patterns
- Emotions
- Privacy and respect for others
- Images and stereotypes in the media

### **Suggested Topics**

Growth and change  
Relationships  
Ourselves.

### **Resources**

Channel 4 Schools – Living and Growing – Unit 1 – Class 2.  
Channel 4 Schools – Living and Growing – Unit 2 – Class 3 & 4.  
Channel 4 Schools – Living and Growing – Unit 3 – Programme 7 & 8 - Class 5.  
Channel 4 Schools – Living and Growing – Unit 3 – Programme 9 – Class 6.

### **Programme of Study for Sex Education**

This section represents a brief account of what should be taught in classes 2 – 6

#### **Year 2**

Channel 4 Schools – Living and Growing – Unit 1  
Keeping Safe Kids cape Programme – Michelle Elliot  
Strangers / bullying / roads / rail / touches  
People who care for me

#### **Year 3**

Channel 4 Schools – Living and Growing – Unit 2 – Programme 4  
How animals, including people, grow and change – link to work on mammals and development – stages of growth, things we can do, development of skills  
Different types of families  
Friendships and families

#### **Year 4**

Channel 4 Schools – Living and Growing – Unit 2 – Programme 5 & 6.  
My body and other peoples – skin colour, hair, eyes, similarities and differences  
Changes –height/weight etc  
Caring for myself- keeping healthy and hygiene  
Internal functions- major organs, and functions involving the reproductive system and childbirth  
Changes in puberty, physical changes/menstruation

#### **Year 5**

Channel 4 Schools – Living and Growing – Unit 3 – Programme 7 & 8.  
Family trees  
Stages in the human life cycle  
Keeping safe Kidscape Programme- Michelle Elliot  
Differences- life styles/communities/how we feel about difference  
Things, which make us happy/sad/embarrassed/scared  
Difficult situations and how to deal with them- teasing and bullying

Pubertal changes- details for girls and boys, physical and emotional, menstruation

**Year 6**

Channel 4 Schools – Living and Growing – Unit 3 – Programme 9.

Major organs- humans. Compare with flowering plant

How we change

Loving relationships- sexuality/orientation. Conception, pregnancy, birth

Hygiene /keeping safe/ saying no

Responsible decision making, substance/alcohol/drug abuse, contraception

HIV/ AIDS