



St Mary's C of E (Aided) Primary School, Pulborough



A Christ-centred school with a child-centred curriculum

SEX & RELATIONSHIPS POLICY APPENDIX

This policy was adopted in: November 2017

The policy will next be reviewed in: November 2018



INTRODUCTION

There are four strands to the Relationships and Sex Education policy

1. Commitment, Promise, Trust and Security
2. Friendship, Companionship, Nurture and Comfort
3. Children
4. Sex / Physical Relationships

The school ethos should be such that:

Commitment, Promise, Trust and Security

School policies and reality should show a commitment to building self-esteem, modelling conflict resolution, protection of the weak, justice and compassion. Mutual respect and trust should be central to all relationships within the school.

Friendship, Companionship, Nurture and Comfort

There is an atmosphere where feelings and good and bad experiences are shared and taken seriously; where values such as forgiveness and love are discussed and lived out; where community activities and group activities are pleasurable and rewarding and participants of all ages are able to enjoy each other's company.

Children

Their systems encourage older pupils to help with the learning and play of younger pupils. There should be activities that actively encourage mixed ages to be together, yet should recognise and affirm the growth and development of pupils and recognise pupil identity and authenticity.

Sex / Physical Relationships

The school has clear policies on Equal Opportunities and Anti-bullying which are adhered to by all the adults in the school community. Good role models are provided for pupils by respectful, sensitive relationships between adults and the same approach is nurtured amongst pupils. Clear guidance is provided on Child Protection issues.



FOUNDATION STAGE

1. Commitment, Promise, Trust and Security Key curriculum aspects:

- **Myself** – recognise and explore their own feelings, and know that they are loved by God.
- **My friends** – establish effective relationships with other children and adults.
- **Special people to me** – recognise and respond appropriately to key figures in their lives.
- **Belonging** – understanding their important place within their family and faith community.
- **Our living world** – care for and respect living things, plants and animals as part of God's creation.

Indicative vocabulary

Happiness, sadness, special friendship, love, belonging, trust, please, thank you, sharing.

2. Friendship, Companionship, Nurture and Comfort Key curriculum aspects:

- **Myself** – recognise and explore their own feelings.
- **My friends** – establish effective relationships with other children and adults, learn to listen and talk about feelings.
- **Special people to me** - recognise and respond appropriately to key figures in their lives.
- **My life** – appreciate the wonder of birth and development and appreciate each life as a gift of God.
- **Our living world** – care for and respect living things, plants and animals as part of God's creation.

Indicative vocabulary

Friendship, help, happiness, sadness, laughter, tears, thank you, sorry, kindness and sharing.

3. Children Key curriculum aspects:

- **Looking after myself** – looking after others, loving your 'neighbour'.
- **Recognising and naming my feelings** - recognising the feelings of others.
- **Keeping safe** – how do we keep ourselves safe?
- **Feeling happy and feeling sad** – what makes us feel good?



Indicative vocabulary

Love, brother, sister, parent, hurt, sharing and honesty.

4. Sex / Physical Relationships Key curriculum aspects:

- **The living world** – exploration of the wonder of God's creation.
- **New life** – birth and development, parents and babies
- **Ourselves and our bodies** – eating, sleeping, breathing, exercise and personal hygiene.

Indicative vocabulary

Touch, see, hear, smell and taste.

KEY STAGE ONE

1. Commitment, Promise, Trust and Security Key curriculum aspects:

- **Myself** – special people to me – recognise and respond appropriately to people at home and school whom they can trust.
- **Belonging** – understanding their responsibilities within the groups they have joined or belong to, eg, Rainbows, Beavers, the Church.
- **My special things** – understand why some things are special or precious; how to treat precious things, how to look after things. Linked to stories that Jesus told – eg the 'pearl of great price' and 'the lost coin'.
- **Celebrations** – baptism, joy of new baby and its welcome and care. Weddings, joy of marriage, hopes for the future, lifelong commitment.

Indicative vocabulary

Love, forgiveness, trust, security, friendship, relations, husband, wife, siblings, cousins, etc, promise, honesty, belonging.

2. Friendship, Companionship, Nurture and Comfort Key curriculum aspects:

- **Belonging** – including families, religious groups.
- **Healthy living** – looking after ourselves responsibly as unique and valued individuals.
- **Looking after each other** – pets, plants, siblings and friends through acts of responsibility and stewards of God's creation.



- **Special people to me** – recognise and respond appropriately to key figures in their lives.
- **Language of feelings** – learn and use language for emotions.

Indicative vocabulary

Help, support, responsibility, encouragement, joy, sympathy, forgiveness, helpfulness, patience, sharing and good manners.

3. Children Key curriculum aspects:

- **My life** – babies and new life, the wonder of birth and development, the vulnerability of babies
- **What do babies and young children need** - Love, stability, care, etc
- **Keeping safe** - appropriate behaviour.
- **Recognise** – places and people that keep them safe and reflect on how they should respond.
- **Desires** - the difference between needing and wanting.

Indicative vocabulary

Parent, love, patience, discipline, care, safety, sharing, helpfulness, joy, good manners, co-operation and honesty.

4. Sex / Physical Relationships Key curriculum aspects:

- **Myself** – physical development, what can I do now that I could not do when I was 3, 4 or 5?
- **Looking after our bodies** – how do we use them with care, enjoyment in physical activity, not using strength to hurt others, every individual valued and loved by God.

Indicative vocabulary

Language of sensory experience and activity.



KEY STAGE TWO

1. Commitment, Promise, Trust and Security Key curriculum aspects:

- **Commitment and promises** – responsibilities and rights within the groups to which they belong, eg teams, choirs, group activities.
- **Ceremonies / commitment** – understanding the importance and implications of commitment in baptism, coming of age ceremonies and weddings, and the meaning of symbols.
- **Christian marriage** - (and any other faith in syllabus)
- **Beliefs and practices** - emphasising the importance of support and witness to friends and community.
- **Beautiful world, wonderful God** – reflections on the natural world and its wonders. How it should be cared for along with its people. The miracle of reproduction.
- **Faith leaders** – the teachings of Jesus (and those prescribed in the syllabus) on relationships, justice, forgiveness and fulfilment.

Indicative vocabulary

Loyalty, tolerance, hope, commitment, patience, respect, dependability, abuse, compassion, compromise, security, justice, exploitation, perseverance and equality.

2. Friendship, Companionship, Nurture and Comfort Key curriculum aspects:

- **Belonging / not belonging** – choosing allegiances, making friends, what happens when things go wrong, reconciliation, forgiveness and being part of God's family.
- **Care and respect for living things** – plants, animals, siblings, friends and stewardship.
- **My senses** – listening to each other, exploration of touch.
- **Belonging** – understanding their importance and the importance of others to the groups to which they belong – particularly families (two great commandments).
- **Special people to me** – recognise and respond appropriately to people who help them in their lives.
- **Citizenship** – relationships, charity work, disability awareness, local communities and loving our neighbour.

Indicative vocabulary

Forgiveness, companion, neighbour, compromise, joy, allegiances, comfort, discomfort, appropriate behaviour, rights, responsibilities, loneliness, hurt, generosity, sincerity, dependability, humour, loyalty and honesty.



3. Children Key curriculum aspects:

- **Our living world** – care and respect for living things, particularly vulnerable or younger children.
- **Practical experiences** - supporting and playing with younger pupils, developing resources and play activities. Jesus valuing children.

Indicative vocabulary

Care, nurture, safety, role models, guidance, sympathy, generosity, loyalty, consideration and good manners.

4. Sex / Physical Relationships Key curriculum aspects:

- **Ourselves** – physical growth, the importance of food and diet, exercise and activity, sport and challenge.
- **Genetic influences on physical features** – who am I like? Family characteristics / similarities, everyone as a unique individual.
- **Variety and difference in physical appearance and capability** – celebrating a rainbow world.
- **How we can help ourselves** – looking after our bodies, keeping clean and well groomed, healthy eating, building up strength and fitness. What happens when we get it wrong? Eating disorders and obesity. Making informed choices about medicine, drugs and alcohol.

Indicative vocabulary

Vocabulary of sexuality (see acceptable sex education resources) Abuse, honesty, dignity, self-control, self-discipline, self-respect, consent and coercion.

YEAR 6 (SEX EDUCATION)

Consideration must be given by schools to the sex education provided in Year 6. It is important that parents have the opportunity to look at resources and are made aware when the programme is due to start.

Some aspects for consideration:

- **Changes at puberty** - physical, emotional awareness of the possibility of pregnancy and paternity.
- **Adulthood** – what is ‘grown up’? Changing relationships.
- **Moral issues** - marriage relationships.
- **Sexually transmitted diseases.**



Children should be taught sex education within a framework which reflects the Church ethos of St Mary's school and models and encourages the following values:

- A respect for self and a respect for others.
- Non-exploitation in sexual relationships.
- Commitment, trust and bonding within sexual relationships.
- Mutuality in sexual relationships.
- Honesty with self and others.
- A development of critical self-awareness for themselves and others.
- An exploration of the rights, duties and responsibilities involved in sexual relationships.
- Compassion, forgiveness, mercy and care when people do not conform to their way of life.
- An acknowledgement and understanding of diversity regarding religion, culture and sexual orientation.
- Self-discipline regarding their sexuality.

