


## SEX AND RELATIONSHIP EDUCATION POLICY

This policy is informed by the Christian values which are the basis for all of CDAT's work and any actions taken under this policy will reflect this.

'Blessed are those who act justly, who always do what is right'

*Psalm 106:3*

**School/Academy Name: St. Matthew's C of E Primary School**

| Date agreed by LGB | Review Date | Signed Chair of LGB  |
|--------------------|-------------|--|
| May 2016           | Summer 19   |  |

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## 1. Legal requirements

The Funding Agreement of CDAT requires that regard is given to any guidance issued by the Secretary of State, further to section 403 of the Education Act 1996, on sex and relationship education (SRE) to ensure that children at each academy are protected from inappropriate teaching materials and they learn the nature of marriage and its importance for family life and for bringing up children. CDAT shall also have regard to the requirements set out in section 405 of the Education Act 1996 which shall apply to each academy as if it were a maintained school.

## 2. Context

SRE will:

- be based on inclusive Christian principles and values, emphasising respect, compassion, loving care and forgiveness;
- be taught in the light of the belief in the absolute worth of all persons and the unconditional infinite love of God;
- reflect that sex is a gift from God as part of creation: a human longing for an intimate union;
- be sensitive to the circumstances of all children and be mindful of the variety of expressions of family life in our culture, yet it should also uphold the Christian values regarding relationships and marriage.

## 3. Guiding principles

SRE is lifelong learning about physical, moral and emotional development. It is about respect, love and care and the benefits of making and maintaining a stable marriage or relationship. We recognise that the experience of sexual feelings, the seeking for connections with other people and the development of relationships which may be physical or non-physical is a natural human desire.

SRE seeks to enable young people to feel positive about themselves, manage relationships and access the infrastructure of support available.

Each academy's approach to SRE will be sensitive to the age and aptitude of the children, but to be matter-of-fact where appropriate. It will reflect the reality of young people's lives today, especially the influences of television, film, internet and young people's literature.

As a Church of England Trust, Christian beliefs and values underpin all our activities and consequently SRE is taught in the belief that:

- The sanctity of marriage is an important belief in Christian teaching and practice;
- Children should learn the significance of marriage and families as key building blocks of community and society;
- Sex education includes learning about physical and emotional development;
- Sex education is part of a wider social, personal, spiritual and moral education process;
- Children should be made aware of the way in which advertising and the media influences their views about sexuality;
- Children should be taught to have respect for their own and other people's bodies;
- Children should be taught to understand the power of sexual desire;
- Children should be made more aware of the spiritual dimensions and joys of intimacy;
- Children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;

- Children should be guided to understand the importance of building positive relationships that involve trust and respect;
- Children should be made aware that sex can be used compulsively, competitively, and destructively;
- Children should be made aware of God's forgiveness and that there is always a way back;
- Children need to learn the importance of protecting themselves and of self-control;
- Children should learn to show tolerance, understanding, respect and care for others;
- Children should learn to acknowledge and understand diversity with regard to religion, culture and sexual orientation;
- Children should learn that some people choose not to engage in sexual activity and that this should be respected and valued as a response to the gift of faith;
- Children need to learn how to keep themselves safe when using the Internet and other forms of technology;
- Children need to be aware of responsible use of all forms of technology in order to respect the wellbeing and integrity of others.

#### 4. Aims and Objectives

CDAT aims to provide pupils with an age appropriate SRE programme that is tailored to their physical and emotional maturity. In doing this, we acknowledge the value of contributing to a spiral curriculum. This curriculum should enable children to make positive choices about their sexual and emotional health, both now and in the future.

Where controversial topics are involved, teachers will use professional judgment, and to have regard to this policy. As teachers are not medical professionals or counsellors they should always err on the side of caution.

#### 5. Key learning objectives

- Learn to be honest, loyal and trustworthy in relationships
- Learn to take responsibility for one's actions in all situations
- Learn to explore, consider and understand moral dilemmas and develop critical thinking as part of decision- making
- Learn to manage emotions and relationships confidently and sensitively
- Develop empathy for others
- Learn to manage conflict

#### 6. Organization

The organization of SRE is no different from other curriculum areas. It is delivered through planned programmes within science, RE and PSHE. Occasionally, issues about SRE may arise spontaneously in other lessons (e.g. while studying a text in literacy) where it is not the main focus of the lesson. This is not considered to be part of the planned SRE curriculum and parents or carers cannot withdraw their children in these circumstances.

Parents will be given notice of any proposed sex education lessons that are not within the National Curriculum.

## 7. Equal Opportunities

SRE will be delivered in line with the Equal Opportunities Policy within an atmosphere of mutual respect. Resources selected to support the programme will be free from cultural bias wherever possible and will avoid gender stereotyping. SRE will be available to all pupils regardless of gender, culture or disability.

## 8. Other Issues

### **Confidentiality**

See Confidentiality Policy. This will be adhered to at all times.

### **Child Protection**

See Safeguarding Policy. Always discuss concerns with the designated member of staff.

### **Personal Beliefs**

Beliefs and attitudes of teachers should not influence their teaching of SRE.

### **Language and Ground Rules in SRE lessons**

- No one will feel forced to answer a personal question
- No one will be forced to take part in discussions
- Language used should be easily understood by all
- Correct names for body parts will be used
- Meanings of words will be explained in a simple, factual way.

## Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

| Policy Title | The aim(s) of this policy | Existing policy (✓) | New/Proposed Policy (✓) | Updated Policy (✓) |
|--------------|---------------------------|---------------------|-------------------------|--------------------|
|              |                           |                     | ✓                       |                    |

| This policy affects or is likely to affect the following members of the school/academy community (✓) | Pupils | School/academy Personnel | Parents/carers | Governors | School/academy Volunteers | School/academy Visitors | Wider School/academy Community |
|--|--------|--------------------------|----------------|-----------|---------------------------|-------------------------|--------------------------------|
|  |        |                          |                |           |                           |                         |                                |

| Question  | Equality Groups |   |    |            |   |    |        |   |    |                 |   |    |                        |   |    | Conclusion |   |    |                    |   |    |                    |   |    |   |  |     |
|---|-----------------|---|----|------------|---|----|--------|---|----|-----------------|---|----|------------------------|---|----|------------|---|----|--------------------|---|----|--------------------|---|----|---|--|-----|
| Does or could this policy have a negative impact on any of the following?           | Age             |   |    | Disability |   |    | Gender |   |    | Gender identity |   |    | Pregnancy or maternity |   |    | Race       |   |    | Religion or belief |   |    | Sexual orientation |   |    | Undertake a full EIA if the answer is 'yes' or 'not sure' |  |     |
|   | Y               | N | NS | Y          | N | NS | Y      | N | NS | Y               | N | NS | Y                      | N | NS | Y          | N | NS | Y                  | N | NS | Y                  | N | NS |   |  | Yes |
|   |                 | ✓ |    |            |   | ✓  |        |   |    | ✓               |   |    |                        | ✓ |    |            |   | ✓  |                    |   |    | ✓                  |   |    |   |  | ✓   |
| Does or could this policy help promote equality for any of the following?           | Age             |   |    | Disability |   |    | Gender |   |    | Gender identity |   |    | Pregnancy or maternity |   |    | Race       |   |    | Religion or belief |   |    | Sexual orientation |   |    | Undertake a full EIA if the answer is 'no' or 'not sure'  |  |     |
|   | Y               | N | NS | Y          | N | NS | Y      | N | NS | Y               | N | NS | Y                      | N | NS | Y          | N | NS | Y                  | N | NS | Y                  | N | NS |   |  | Yes |
|   | ✓               |   |    |            | ✓ |    |        |   | ✓  |                 |   |    | ✓                      |   |    |            | ✓ |    |                    |   | ✓  |                    |   |    |   |  | ✓   |
| Does data collected from the equality groups have a positive impact on this policy? | Age             |   |    | Disability |   |    | Gender |   |    | Gender identity |   |    | Pregnancy or maternity |   |    | Race       |   |    | Religion or belief |   |    | Sexual orientation |   |    | Undertake a full EIA if the answer is 'no' or 'not sure'  |  |     |
|   | Y               | N | NS | Y          | N | NS | Y      | N | NS | Y               | N | NS | Y                      | N | NS | Y          | N | NS | Y                  | N | NS | Y                  | N | NS |   |  | Yes |
|   | ✓               |   |    |            | ✓ |    |        |   | ✓  |                 |   |    | ✓                      |   |    |            | ✓ |    |                    |   | ✓  |                    |   |    |   |  | ✓   |

|                   |   |
|-------------------|---|
| <b>Conclusion</b> | We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required. |
|-------------------|---|

|                                     |             |                                    |             |
|-------------------------------------|-------------|------------------------------------|-------------|
| <b>Preliminary EIA completed by</b> | <b>Date</b> | <b>Preliminary EIA approved by</b> | <b>Date</b> |
|-------------------------------------|-------------|------------------------------------|-------------|

|  |  |  |  |
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|--|--|--|--|

**Policy Evaluation**

| Points to be considered   | Yes | No | N/A | Please supply evidence |
|---|-----|----|-----|------------------------|
| • Policy annually reviewed  |     |    |     |                        |
| • Policy in line with current legislation                                       |     |    |     |                        |
| • Coordinator in place  |     |    |     |                        |
| • Nominated governor in place   |     |    |     |                        |
| • Coordinator carries out role effectively                                      |     |    |     |                        |
| • Principal, coordinator and nominated governor work closely                    |     |    |     |                        |
| Policy endorsed by LGB  |     |    |     |                        |
| • Policy regularly discussed at meetings of the LGB                             |     |    |     |                        |
| • School/academy personnel aware of this policy                                 |     |    |     |                        |
| • School/academy personnel comply with this policy                              |     |    |     |                        |
| • Pupils aware of this policy   |     |    |     |                        |
| • Parents aware of this policy  |     |    |     |                        |
| • Visitors aware of this policy   |     |    |     |                        |
| • Local community aware of this policy  |     |    |     |                        |
| • Funding in place  |     |    |     |                        |
| • Policy complies with the Equality Act   |     |    |     |                        |
| • Equality Impact Assessment undertaken   |     |    |     |                        |
| • Policy referred to in the School/academy Handbook                             |     |    |     |                        |
| • Policy available from the school/academy office                               |     |    |     |                        |
| • Policy available from the school/academy website                              |     |    |     |                        |
| • School Council involved with policy development                               |     |    |     |                        |
| • All stakeholders take part in questionnaires and surveys                      |     |    |     |                        |
| • All associated training in place  |     |    |     |                        |
| • All outlined procedures complied with   |     |    |     |                        |
| • Linked policies in place and up to date                                       |     |    |     |                        |
| • Associated policies in place and up to date                                   |     |    |     |                        |
| Policy approved by CDAT   |     |    |     |                        |
| • Nominated Director in place   |     |    |     |                        |
| • Annual report of the effectiveness of policy and provision received from LGB; |     |    |     |                        |
| <b>A statement outlining the overall effectiveness of this policy</b>           |     |    |     |                        |
|   |     |    |     |                        |

