

Relationships and Sex Education Policy

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SIGNED (Executive) HEAD TEACHER		DATE	
SIGNED CHAIR OF LOCAL ACADEMY COMMITTEE		DATE	

The LDBS Academies Trust will follow the LDBS Relationships and Sex Education Policy

Relationships and Sex Education Policy

The starting point for any Christian understanding of relationships and sex is the Bible, which is normative for all Christians. The Anglican response to the Bible has always been that it must be taken with great seriousness, whilst being subject to interpretation, reason and the developing nature of Biblical and historical scholarship. In fact, the Bible has numerous references to sex, marriage and relationships, in both the Old and New Testaments.

There are many Biblical passages that emphasise that humans were designed to need companionship; a partner to provide help and support. There is a strong emphasis on constancy and faithfulness, on monogamy (at least in later Biblical material) and that partnership should be for life. The Bible also contains passages of great passion, showing that physical love is also a gift from God and that sex with the right person, one to whom a serious and thoughtful commitment has been made, is a source of delight and tenderness. There is a robust acknowledgement of “passion fierce” and a “raging flame.”

In Common Worship, the preface to the marriage service extends this idea:

“Marriage is intended by God to be a creative relationship, as his blessing enables husband and wife to love and support each other in good times and bad, and to share in the care and upbringing of children” whilst the alternative preface picks up on the physical side of marriage.

“(marriage) is given that with delight and tenderness they may know each other in love, and, with the joy of their bodily union, may strengthen the union of their hearts and lives.”

“It must not be undertaken carelessly, lightly, or selfishly, but reverently, responsibly, and after serious thought.”

The references to carelessness and selfishness indicate an understanding of a deeper Biblical truth. The Bible explains that the world has been created by God, that all life belongs to Him, and is fundamentally good. We are stewards of His creation, co-creators with Him, and should care for all life. The Bible makes clear, however, that humanity is fallen, frail, and subject to the ravages of sin. Human relationships—including sexual relationships—are no more, but no less, subject to sin than any other human thought or activity. But the Bible goes on to teach that God’s nature is of infinite compassion and forgiveness.

In whatever is taught, it is essential that the notion of holding together human frailty and God’s graciousness is not lost; that whilst lives can be marred by sin, sorrow and wrongdoing, there is always a promise of healing, forgiveness and new life.

These tensions (between the goodness of life and sex, the nature of the Fall, and the overwhelming fact of God’s love and forgiveness) create dilemmas when discussing

controversial issues in human sexuality – dilemmas which the Church of England has not always resolved. However, the General Synod some years ago said,

“that to withhold compassion is evil and in circumstances of very great distress or need is a very great evil.”

It is in this overall context—of the absolute value of persons, of the goodness of love and sex, of the nature of frailty and sin, and of the infinite love and forgiveness of God—that relationships and sex should be taught in Church Schools.

Introduction

The 1996 Education Act required all schools to have a Sex and Relationships Education policy and it is recommended that this be planned and delivered as part of the PSHE and Citizenship curriculum.

The 1996 Education Act consolidated all previous legislation in that:-

- The SRE elements in the Science National Curriculum across all Key Stages are mandatory for all pupils of primary and secondary age.
- All schools must have an up-to-date policy that describes the content and organisation of Relationships and Sex Education provided outside the National Curriculum science order.

Parents will still be able to withdraw their children from lessons.

In secondary schools:

It is the Governing Body’s decision to review their policy and arrangements for sex education to make sure they comply with the law. They must ensure that all arrangements are made known to parents / carers of pupils currently in school. Finally, all revised arrangements must be included in the school prospectus to inform parents / carers.

In drawing up these policies Governing Bodies are expected to involve parents, children and young people and health and other professionals to ensure that RSE addresses the needs of the community, education and health priorities and the needs of children and young people. This will ensure that the policy reflects both the wishes of parents and the culture of the community the school serves. It is essential that the principle underlying an effective relationship and sex education is best achieved through a whole school approach, which ensures that the school’s policy is appropriately set for the age and maturity of the pupils.

Right of Withdrawal

Parents do have the right to withdraw their child from RSE provided within the PSHE and Citizenship curriculum. However, parents do not have the right to withdraw their child from the RSE element of the National Science curriculum. Reproduction is often taught as part of the science curriculum. Further information on sex and relationships, skills development and values clarification are provided within PSHE and Citizenship. All schools need to inform parents and cares about the procedures for requesting that their child is withdrawn.

The three main elements of Relationships and Sex Education:

1. Attitudes and values

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life, marriage, and stable and loving relationships for the nurture of children.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

2. Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self – respect and empathy for others.
- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Learning how to recognise and avoid exploitation and abuse.

3. Knowledge and understanding

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, reproduction, sexual health, emotions and relationships.
- Learning about contraception and the range of local and national sexual health advice, contraception and support services.
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay.
- The avoidance of unplanned pregnancy.

The combined PSHE and Citizenship framework at Key Stages 1 and 2 is developed through four broad themes and makes clear what is appropriate in the early primary years and the transition year. The present requirements set out within National Curriculum science should be delivered through these four broad themes.

- * Developing confidence and responsibility and making the most of pupils' abilities.
- * Preparing to play an active role as citizens.
- * Developing a healthier and safe lifestyle.
- * Developing good relationships and respecting differences between pupils.

The policy should ensure that both boys and girls develop confidence in talking, listening and thinking about feelings and relationships, are able to name the parts of the body and describe how their bodies work, can protect themselves and ask for help and support, know about puberty / changes to the body at this time, including voice breaking and periods and how a baby is born. In the early years of primary education the policy should focus on friendships, bullying and the building of self-esteem.

Principles within a Christian Education

Within a church school the Christian ethos will provide the context within which all personal development takes place. This means that Christian values and attitudes with the emphasis on the importance of marriage, the family and stable relationships to build a child's self-esteem, self-awareness and a sense of moral responsibility, will permeate the entire curriculum – both explicit and “hidden.”

Children should learn that God is the Creator of all and that every human being has a unique place in that creation.

Matthew 10v. 29-31 reminds us that even the hairs on our head have been counted and that we are each highly valued by God. Because we are prized so highly we should set an equally high value on our body and consider carefully how we use or abuse it. The Song of Solomon celebrates human love but also provides an image of God's love for his people. It is a poem of longing and love between God and human kind.

Not every relationship can live up to the high standards that are set but we can also teach children about Jesus' words in John 8 v11 “I do not condemn you. Go but do not sin again.”

We know from story of the prodigal son that the one who has fallen short of the highest ideals is still loved and his return extravagantly welcomed. Christians are called to love God and to love others in the same way that God loves us. Within school we should:

- Challenge pupils to think about Bible stories and the meaning that lies behind them.
- Provide children with the opportunity to think about and discuss Christian values.
- Emphasise the Christian beliefs and values that underpin the school community.
- Help them to understand what being part of God's Creation means for them.
- Ensure that they value their unique place in the world.

General Principles

- a. Relationship and sex education is part of a child's broad, balanced curriculum, integral to the basic curriculum of the school and part of the child's all-round development.
- b. The Academy must recognise the legal right of withdrawal from sex education, other than that delivered through the National Curriculum Science, and be sensitive to those parents who for religious reasons find the delivery of some explicit teaching in school unacceptable.
- c. It is essential to regard parents as partners in the delivery of sex and relationships education in the Academy and affirm their valuable role in the home, or delivered through the home. Pupils learn more about marriage and relationships from their own homes than they do anywhere else. For many, this will be predominantly positive. The ordinary, everyday working out of long-term commitment will give them a sound template to work from. For others, it will be confusing and possibly painful; neglect and abuse will be what they know of relationships.
- d. As they grow older, the earliest learning is supplemented by a widening circle of acquaintance and by television, film, public lives and literature. Children

absorb knowledge that fits with their early patterning easily. It is vital, therefore, that schools should explicitly participate in this area of children's learning.

- e. Regardless of background and behaviour, pupils are to be caringly accepted within the Church school.
- f. The National Curriculum context for understanding reproduction, sexual behaviour and safety should also include the exploration of relationships, values, morals and Christian and other beliefs in the multi-faith context, so that increasing knowledge is gained alongside the development of communication and decision-making skills and positive attitudes to oneself and others. In this way, pupils will become increasingly responsible for their own sexual behaviour.
- g. It is essential that teachers concerned feel comfortable with this area of the curriculum to foster a spirit of sharing and openness. It may be that some discussions are managed more easily by teaching boys and girls separately.
- h. Academies should provide a safe and secure environment in which marriage and other long term human relationships can be explored. This implies that the teaching is designed to present concepts and ideas the individual pupils may choose to relate to their own experience.

The Educational Framework for the delivery of relationships and sex education

There are four key strands to the Relationships and Sex Education policy

- a. **Commitment, Promise, Trust and Security**
- b. **Friendship, Companionship, Nurture and Comfort**
- c. **Children**
- d. **Sex / Physical Relationships**

Key Strand	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 encourage mixed ages to be actively 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 that are adhered to by all the adults in the school community. Good role models are provided for pupils of respectful, sensitive relationships between adults and the same approach is nurtured amongst pupils. Clear guidance is provided on child protection issues.

Children should be taught sex education within a framework which reflects the Church ethos of the academy 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

Foundation Stage

a. Commitment, Praise, 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

b. 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

c. 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

d. 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 1

a. Commitment, Praise, 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, e.g. 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 – e.g. “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

b. 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 as 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

c. 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.
- The difference between needing and wanting.

Indicative Vocabulary:

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

d. 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 2

a. Commitment, Praise, Trust and Security Key Curriculum aspects:

- Commitment and promises – responsibilities and rights within the groups to which they belong, e.g. teams, choirs, group activities.
- Ceremonies / commitment – understanding the importance and implications of commitment in baptism, coming of age ceremonies and weddings, and 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

b. 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 for 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 – 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

c. Children Key Curriculum aspects:

- Our living world – care and respect for living things, particularly vulnerable or younger children.
- Practical experiences of 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

d. 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 to the 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 and core values.
- Sex in loving marriage relationships.
- Sexually transmitted diseases.

Key Stage 3

a. Commitment, Praise, Trust and Security Key Curriculum aspects:

- Teaching about marriage.

- Marriage ceremonies – legal / contractual relationships, analysis of promises / vows of marriage – civil / religious.
- Why people marry – does it make a difference?
- Different kinds of relationships – good and bad.
- Relationships / family life – coping strategies, Biblical examples.
- Rights and responsibilities in committed relationships.
- Roles within marriage – who does what? Who pays for what? What do the Christian and other faiths say?
- Respect for people.
- Conflict and resolution.

Indicative vocabulary

- Persistence, endurance, assertiveness, passivity, aggression, despondency, hope, faithfulness, fidelity, respect and equality

b. Friendship, Companionship, Nurture and Comfort Key Curriculum aspects:

- Making new friends – expectations of friendship and the dynamics of friendship.
- How relationships work, learning about relationships.
- Language of emotions.

Indicative Vocabulary

- Joy, cherish, dependence, independence, comfort, isolation, despondency, potential, desperation, humour, support, perseverance, gratitude and equality

c. Children Key Curriculum aspects:

- Child care – food, shelter, hygiene, clothing, sleep, play, learning, story.
- Relationships between parent and child.
- Roles of parents and extended families.

Indicative vocabulary

- Tolerance, forgiveness and sympathy

d. Sex / Physical relationships Key Curriculum aspects:

- Sex education- exploring the place of physical expression, affection, love, lust.
- Different kinds of relationships – harmful relationships.
- Sex life – enhancing, life-threatening.
- Expectation of relationships – commitment, faithfulness, constancy, marriage.
- Physical exploitation in relationships.
- Managing sexual feelings.
- Place of sex in a Christian marriage.
- Keeping safe – contraception, pregnancy and sexually transmitted infections. Substance abuse and the law. First Aid.

Indicative vocabulary:

- Vocabulary of sexuality
- Celibacy, abstinence, contraception, dignity, passion, discipline, self-respect, self-acceptance, self-control, consideration and equality

Key Stage 4

a. Commitment, praise, trust and security Key Curriculum aspects:

- Expectations of marriage – dealing with different expectations, questionnaire on roles and responsibilities, compare and contrast, what is needed for a successful relationship?
- How do we learn about marriage – using film, soaps, history – how do they survive?
- Where did they go wrong? Create rules to take into a relationship – different for men and women?
- Equality in relationships – not exploiting each other. Abusive relationships.
- Cultural and religious differences in marriage.
- Managing conflict / differences.
- Assertiveness, vulnerability, managing hurt.
- Fidelity and faithfulness.
- Persistence – sustaining relationships.
- Explicit work on marriage in RE – exploring the marriage service, studying the text of the service, the meaning and implication of prayers, declarations, vows, rings proclamation and blessings.
- Should society support marriage?
- Pupils' evaluation of marriage.

Indicative Vocabulary

- Vulnerability, reconciliation, compromise and openness

Post 16

Key Curriculum aspects:

- When is a relationship committed / long term?
- Marriage and other relationships.
- Social policy / legal / institutional commitment.
- Theology of marriage – what has God got to do with it? i.e., marriage as a sacrament, as covenant and contract, as gift and blessing.

b. Friendship, Companionship, Nurture and Comfort Key Curriculum aspects:

- Peer group pressures and culture.
- Gender issues – boy/girl relationships.
- Friendship groups – inclusion / exclusion / solitude.
- Moral behaviour and social practice.
- Roles and relationships with family and coping with separation, divorce and bereavement.
- Conflict resolution, dealing with hurt, when relationships go wrong.
- Constancy – faithfulness even through difficulties.
- Disability awareness.
- Body image and health including mental health. Making choices to support a healthy life.

Indicative vocabulary

- Sexism, feminism, fidelity, faithfulness, constancy, loyalty, compassion, equality, honesty, humility, dignity, selfishness and unselfishness

Post 16

Key Curriculum aspects:

- Analysis of relations in terms of psychology, social and political theory.
- Moral theory and ethics.

Indicative Vocabulary

- Sexism, feminism, fidelity, faithfulness, constancy, loyalty, compassion, equality, honesty, humility dignity, selfishness and unselfishness

c. Children Key Curriculum aspects:

- Parental / child responsibilities / rights, UN charter / Gospel teaching.
- Other carers – adoption, parenting skills.
- Good / bad characteristics of caring.
- Dilemmas – freedom v responsibilities.

Indicative vocabulary

- Sincerity, sympathy, tolerance, forgiveness, perseverance, gratitude, duty, dependability, cleanliness, consideration, co-operation and honesty

Post 16

Key Curriculum aspects:

- Expectations of career and children.

d. Sex / Physical relationships Key curriculum aspects:

- Love – sex, casual sex, committed relationships, marriage.
- Lifelong partnership, understanding of sex in Christian marriage.
- Articulating feelings.
- Abstinence, contraception.
- Fornication, adultery.
- Assertiveness – vulnerability, domestic violence.
- Rape and sexual abuse.

Indicative vocabulary

- Vocabulary of feelings and emotions
- Passion, frustration, impotence, fulfilment, self acceptance

Post 16

Key Curriculum aspects:

- The place of love and sexuality in human relationships.
- Sex as a gift from God (Song of Solomon) “Sex is God’s idea and it is a very good idea” --Malawian woman Theo.....
- “Forbidden” or taboo sexual relationships or practices – exploring the reasons.
- Constructing a rationale for sexual relationships, life enhancing, liberating, free from exploitation and fear, an expression of commitment and love.
- Sex as a commodity, value and price, escaping the influence, valuing ourselves.
- Feminist theory, gay rights.

The way forward

The following information may be useful to help schools develop their policy:

- Include RSE as an agenda item in a Governors' meeting – ask the PSHE and Citizenship co-ordinator to work with a named Governor.
- Agree a budget for RSE development and continued professional development of teachers.
- Establish an RSE working group led by the PSHE and C co-ordinator which includes the link Governor, a pupil, a teacher, a parent, a support staff member and a community nurse or health professional.
- Undertake an RSE audit.
- The PSHE and C co-ordinator working with the RSE working group, collates audit information, revises and drafts an RSE policy and submits it to the governing body for agreement.

Writing a policy - suggested headings

A model PSHE and Citizenship policy framework which integrates RSE should contain:

- Policy formation
- Rationale
- Objectives
- Management
- Delivery
- Working with Parents
- Child Protection
- Difficult Questions
- Use of Visitors
- Equal Opportunities (inclusion)
- Links with other policies
- Dissemination of Policy
- Assessment
- Monitoring and Evaluation procedures
- Curriculum Content
- Review date

a. Primary schools should teach within Christian values that:

- Sexual relationships should be seen as the fulfilment of a relationship and not as the basis for a relationship.
- Sexual relationships between those who are not in loving long-term relationships often do not consider the long-term happiness of both those involved (or indeed of either).
- Sexual relationships between those who are in loving long-term relationships can provide a context within which both partners can learn to love, to be loved, to be valued and appreciated and to grow in maturity.
- Sexual relationships between those who are in loving long-term relationships can provide a context within which both partners learn the basic ground rules of mutual respect on which to base good relationships within their wider family and beyond.

Bibliography

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Sex Education, Values and Morality. Lenderyou, G. and Porter, M. **Health Education Authority 1994**

Sex and Relationship Education Guidance – The DfEE 2000

Sex Education – A Richmond upon Thames Handbook 1997

Sex and Relationships Education: Support for school governors

Resources

Young London Matters website - www.younglondonmatters.org

QCA guidance on Physical development, Health and Wellbeing