



Sex and Relationships Education Policy

VISION

At Holy Trinity we welcome you to an exciting world of learning, discovery and friendship. We are passionate about nurturing every child, helping them to find and develop their own talents and be the best that they possibly can. Children will learn within a Christian community, surrounded by support, kindness, respect and fun; and will leave with fantastic memories to cherish forever.

Children's Voice

"It's important to know your body changes, it happens to everyone. And I don't understand why everyone giggles when we talk about it."

Policy drafted by:	Liz Skivington
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Holy Trinity CE Primary School

Sex and Relationships Education Policy

Sex and Relationships Education (SRE) Policy

Holy Trinity CE Primary School is a voluntary aided Church of England school for nursery, infant and junior children. It draws from the local community and has close links with Holy Trinity Church in Sheen Park, from which it takes its name. Its strong Christian foundation is expressed through worship, teaching and community.

Children come to Holy Trinity from a varied cross section of the local community and represent different social, ethnic and religious values, beliefs and customs.

Policy, formation and consultation process

This policy was drawn up by the PSHE coordinator in consultation with key LA staff, and staff at Holy Trinity Primary School.

Mission Statement

Holy Trinity CE Primary School believes that sex and relationships education should feature as a normal part of the curriculum. The nature of the syllabus is developmental with progression throughout the school year groups drawing upon thematic work, but with specific input related to the preparation for puberty in the upper school. Particular attention is paid to personal hygiene, the value of family life, Christian moral values, relationships as well as increasing detail about human reproduction, physical, emotional and social changes.

What is Sex and Relationships Education?

The DfES Sex and Relationship Education Guidance, states that SRE 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 about the teaching of sex, sexuality and sexual health.'*

Aims

To help children and young people develop into adults who

1. know and understand:
 - human physiology and correct terminology
 - where to get further information
 - that there is a range of different relationships, each with their own appropriate behaviour
 - personal hygiene
 - that they need specific vocabulary to describe their feelings
 - variety of effective health implications of contraception

- know that planning parenthood has advantages
 - are able to recognise and deal with problems
2. are able to:
- recognise and express feelings
 - make decisions and choices
 - make, build and maintain effective relationships
 - communicate assertively and effectively
 - listen
 - negotiate and use safe and safer sexual behaviours including contraception
 - recognise and deal with problems
 - look after themselves
3. believe:
- that there are different types of relationships
 - that everyone deserves respect
 - that you are worthy of care, respect and love
 - that all actions have consequences
 - that all outcomes provide an opportunity to learn
 - that you have the responsibility for your own life choices and their consequences

Values framework

The self

We value ourselves as unique human beings capable of spiritual, moral, intellectual and physical growth and development.

Relationships

We value others for themselves, not only for what they have or what they can do for us. We value relationships as fundamental to the development and fulfilment of ourselves and others, and to the good of the community.

Society

We value truth, freedom, justice, human rights, the rule of law and collective effort for the common good. In particular, we value families as sources of love and support for all their members, and as the basis of a society in which people care for others.

The environment

We value the environment, both natural and as shaped by humanity, as the basis of life and a source of wonder and inspiration

Taken from 'Statement of values by the National Forum for Values in Education and the Community' published in 'The National Curriculum handbook for primary teachers in England', 1999.

These values are embedded in the whole school ethos of Holy Trinity.

All Sex and Relationships education will be delivered within the context of marriage and stable, loving relationships to ensure that pupils understand that sexual intercourse should only take place within a loving and committed relationship.

Pupils will be made aware that:

- a baby should be conceived only when the parents are ready and able to care for it and can cope with the responsibility for life
- children are best raised in a loving, secure and committed relationship
- sexual relationships should wait until a person is physically and emotionally mature
- we have a responsibility towards our self and others to find out about sexual health and make suitable and responsible life choices.

It is of paramount importance that that ALL members of staff and not just teachers, adhere to these values and by so doing give consistent messages and have consistent expectations.

Objectives

By the end of Key Stage 1 pupils will:

- be aware of body shapes and differences
- know the difference between boys and girls
- know what they like and don't like to happen to their bodies eg accidents
- know how to and be able to ask for help
- understand when it is appropriate to discuss something
- understand that there are different types of loving and caring e.g. families and friends
- have a basic understanding of health and hygiene
- understand that some forms of touch are always unacceptable e.g. hitting, sexual touch etc. and that they have a right to say NO to both adults and children.

By the end of Key Stage 2 pupils will:

- accept that there are different types of relationships in families
- understand sex as a natural part of a loving and committed relationship
- understand key issues in keeping ourselves safe
- know who to and be able to ask for help if they feel unsafe
- recognise unsafe situations
- know how their body works and changes over time, especially during puberty
- have acquired skills e.g. asking for help, assertion, decision making
- how babies are made

- be tolerant of others
- know that their actions affect others and that their words and actions have consequences, good and bad
- know the appropriate time to ask questions/talk etc
- be able to recognise and use appropriate behaviour
- be able to identify feelings and the feelings they have towards others e.g. love, anger, friendship, caring, dislike, tolerance etc
- be able to express feelings appropriately.

How are these objectives met?

Within our Sex and Relationships Education Programme there are several key themes.

They include:

- babies
- caring for myself and others
- changes
- families
- feelings
- growth and change
- keeping safe
- life cycles
- myself
- relationships
- senses
- sexual reproduction
- similarities and differences

These themes are revisited throughout the programme at age appropriate levels.

Programme Outline

Nursery

1. Myself- names of body parts, difference between boys and girls
2. Babies
3. Growth and change
4. Feelings and friendships – What makes me happy/sad
5. Senses
6. Life cycles

Reception

1. Different types of families
2. What I like/do not like about other people
3. My moods – feeling happy/sad etc
4. Ageing- how we know that things are alive, dead, young or old
5. People in my life. What they do for me and what I do for them
6. Friendship – who our friends are, how we make friends and how we can lose them

Year 1

1. Growth in people, plants and animals
2. Loss and mourning e.g. a person or pet
3. Differences and similarities in people – shades, gender
4. The beginnings of life – me, plants, animals
5. Caring for myself-hygiene, sleep, exercise
6. Celebrations of birth and death in different cultures
7. People who help us

Year 2

1. My body and other peoples bodies – similarities and differences
2. Family trees
3. Families and how they behave-what family members expect from each other
4. Difficult situations – teasing or bullying
5. Friendships

Year 3

1. Expressing feelings and how we do this; being assertive, not bullying
2. Feelings in families e.g. love, jealousy
3. How babies begin, grow and are born
4. Changes as we grow
5. Varied lifestyles in the class and community – differences in others and how we feel about them
- 6.

Year 4

1. Changes in my own body and the bodies of others
2. Making decisions – influences on me
3. Inside my body – the functions of different parts
4. Encouraging a positive self image

Year 5

1. Keeping healthy – exercise, diet, the immune system etc
2. Things that go into my body that help- e.g. some foods and drugs etc and some that harm – e.g. drugs, cigarette smoke, poisons
3. Decision and risk taking
4. Keeping safe
5. Feelings – things that make me happy, sad, embarrassed etc

Year 6

1. Body changes in me and others – why are they happening
2. Feelings about the future e.g. changing schools
3. Messages about health and sexuality from television, films, newspapers, magazines etc
4. Sexuality – what it is and what words describe it
5. Sexual intercourse
6. Celebrations of rites of passage and marriage in different cultures
7. Keeping safe

Specific issues statements

Sensitive and controversial issues are bound to arise when delivering the SRE curriculum. Sensitive and informed teaching in this area of the curriculum will enable and empower children to address these issues in a balanced way and in a safe environment.

Clear parameters of what is and what is not appropriate should be established within the ground rules. If a teacher does not know the answer to a question this should be acknowledged. If a question is too explicit, is age inappropriate for the pupil or the whole class or raises concerns about sexual abuse then it should be acknowledged with a promise to attend to it later on an individual basis, if appropriate to do so. If a question is asked that alerts staff that a pupil may be at risk of sexual abuse school child protection procedures should be followed.

See appendix for Confidentiality policy and Child Protection Policy

- Children's questions will be responded to in one of three ways
 - 1) If a question relates directly to the curriculum for that year group it will be answered there and then
 - 2) If the question relates to the curriculum BUT not to that particular year group the child will be taken aside and answered in a one to one basis
 - 3) If the question is NOT covered by the curriculum at all parental permission may be sought before the pupil is answered.
- When outside speakers, visitors, students and parents come into school we will inform them of our SRE policy.
- A copy of the SRE policy for Holy Trinity School is on display in the lobby and can be accessed by parents and visitors at all times.

Resources and Use of materials

The resources and materials used to assist teachers will be selected on the basis of suitability, compliance with the school's Equal Opportunities Policy and other policy documents.

Inappropriate images and explicit materials not directly related to explanation will not be used.

Age and cultural background should be regarded in relation to images used. Pupils must be safeguarded from unacceptable images on the Internet.

Teaching Sex and Relationships Education

Sex and Relationships Education will be taught mainly by class teachers as part of the curriculum. Additionally, outside speakers with specific interest or skills such as the School Nurse may be invited to support the programme.

Teaching methods will include:

- Circle time
- Discovery learning
- Discussion
- Investigative and creative research
- Pedagogical sessions
- Reading
- Role play and drama
- Workshops

Children in the Foundation Stage (nursery and reception classes) will access elements of the SRE programme through planned activities leading to the Early Learning Goals in the Personal, Social and Emotional; Knowledge and Understanding of the World and Physical Development areas of learning.

SRE at Key Stages 1 and 2 will be taught mainly as part of the PSHE&C programme with cross curricular links running through science, RE and PE.

In Years 5/6 when specific teaching is given about puberty, menstruation and reproduction, there will be:

- opportunity for single sex teaching and discussion
- consultation with parents about details relating to content and resources used.

The right to withdraw

Under the Sex Education Guidance 5/94 it was made a requirement for schools to inform parents of their right to withdraw their child from all or part of the delivered programme. Parents will be informed of this right in the school prospectus.

The programme will be delivered to them through the yearly/termly curriculum outlines. Parents wishing to exercise their right to withdraw their child from the programme should contact the class teacher and /or head teacher to discuss the matter. Permission for withdrawal can only be given by the head teacher.

Confidentiality

Staff should not freely disclose any information about a child or their family to other staff members, parents or pupils. Where issues of health and safety, child protection or management issues (i.e. going away on holiday, etc) are involved the staff member holding the information should disclose it only to the head teacher who will make the decision on a need to know basis of who to tell. When a parent discloses personal information of any kind their permission or informed consent should be sought before passing this on. Consent is not necessary in cases where child protection or health issues are involved but this should be made clear to the parent at the time of disclosure.

When a pupil discloses information about themselves or their family this should also be treated as confidential unless there are grounds to believe that the child's health, well-being or safety may be compromised by not telling. Pupils should be made aware that teachers cannot guarantee complete confidentiality but that they will know first if it is to be broken. Pupils should be informed of sources of confidential advice. The head teacher will again be the person informed who will decide how to proceed.

Equal Opportunities

The school's equal opportunity policy applies to SRE. Where appropriate, teaching materials, general resources and activities should reflect the cultural and ethnic diversity of British society and deflect bias of any kind. We endeavour to avoid stereotyping, in terms of race, gender, ethnicity and disability. Pupils' religious beliefs will be respected. Parents are always welcome to discuss these issues with a member of staff.

Index of supporting documents

- ✓ Behaviour Policy
- ✓ Child Protection Policy
- ✓ Health and Safety Policy