

Holy Trinity Primary School

Policy for Sex and Relationships Education

Rationale

The school's sex education policy is based on the DfEE guidance document *Sex and Relationship Education Guidance* (ref DfEE 0116/2000). In this document, sex education is defined as 'learning about physical, moral and emotional development. It is about understanding 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'.

'Sex and relationships education in schools should empower young people, offer a positive and open approach to sex and sexuality, and promote sexual self acceptance. It should be sustained by working within a theoretical context and meet local identified needs.' (Sex Education Forum National Children's Bureau 2001) The Sex Education Forum is the national authority on sex and relationships education (SRE) (www.ncb.org.uk)

In an inclusive way, sex and relationship education will be developed in a safe, whole-school context in which children and young people can grow, develop and learn successfully, it will be set within a framework of Christian ideas and values. It will be taught within the context of stable, caring family relationships, helping pupils to appreciate the benefits of stable relationships, marriage and family life, and the satisfactions of parenthood.

Whilst maintaining Christian values and ideals, it will be recognised that some pupils do not grow up in this type of environment. They should feel respected and not feel judged or alienated by the school. No pupil will be stigmatised because of home circumstances. Support should be given to help children deal with different sets of values.

Aims

- To provide opportunities for children to develop personal, moral values and respect of religious values.
- To teach an understanding of human reproduction.
- To provide children with opportunities to understand some of the skills necessary for parenting.
- To encourage the children to have an awareness and responsibility for their own health and personal well-being.

- To help children acquire understanding, knowledge and skills relevant to adult life.
- To help children to understand, form and maintain worthwhile and satisfying relationships
- To encourage children to develop a respect for self and others, a responsibility for their own actions and a responsibility for their family, friends and others in the wider community.
- To provide support and information for young people and their parents
- To support children's emotional development and build positive self-concept
- To prepare children for puberty, to understand and accept the changes which are taking place in their bodies and those of their peers.
- To amalgamate the knowledge of reproduction from Science with the understanding of relationships in PSHCE
- To give children a clear understanding of the legal aspects of personal and sexual behaviour
- To encourage and support communication between genders and improve understanding

The aims of the Policy for Sex and Relationship Education are linked to the school's vision, mission and aims:

Teaching and Learning Methods

Effective sex and relationship education is not taught in isolation but rather as part of the curricular areas of personal, social and health education (PSHE), citizenship and science. In this way the school can ensure that pupils receive their sex education in the wider context of relationships and are so prepared for the opportunities, responsibilities and experiences of adult life. This also provides a safe and sensitive learning environment for all, establishing an ethos of listening, dialogue and questioning.

The content of teaching at Holy Trinity Primary School is taken from the National Curriculum.

Science

Key Stage 1

- That animals including humans, move, feed, grow, use their senses and reproduce.
- To recognise and compare the main external parts of the bodies of humans.
- That humans and animals can produce offspring and these grow into adults
- To recognise similarities and differences between themselves and others and treat others with sensitivity.

Key Stage 2.

That the life processes common to humans and other animals include nutrition, growth and reproduction.

About the main stages of the human life cycle. (fertilisation-birth-growth-adolescence- adulthood-courtship-fertilisation.)

PSHE and Citizenship

Aims to give pupils the knowledge, skills and understanding to lead confident, healthy, independent lives and to become informed, active, responsible citizens. The knowledge, skills and understanding covered in primary schools includes:

- Confidently talk and think about feelings and relationships which, in the early years especially, should deal with friendship, the building of self esteem and bullying.
- Identify and respect the differences and similarities between people.
- Name the main parts of their body.
- Protect themselves and seek help and support
- To be aware of the different types of relationships, including marriage and those between friends and families, and to develop the skills to be effective in relationships.
- About how the body changes as they approach puberty. (KS2)

Transition Year.

In their transition year, before moving to secondary school, children will be taught a sex education course using a variety of resources and linked to the Channel 4 resources. This has additional content to that contained in the National Curriculum. We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons. The school will follow Government guidance and at all times due regard is paid to the rational and aims of the sex and relationships education policy, including the moral considerations and the value of marriage and family life as promoted by the Church. There will continue to be opportunities to talk about feelings and relationships, with emphasis on self esteem and respect for self and others.

Course objectives will be based around;

- Changes in the body related to puberty, such as periods and voice breaking;
- When these changes are likely to happen and what issues may cause young people anxiety and how they can deal with these; and
- How a baby is conceived, develops and is born.

Children will also be taught a set of 'Personal Hygiene' lessons delivered by teaching support assistants in single sex small groups.

Ground rules

These will be developed with the class and will follow those used in PSHE.

They will include:

- No one (teacher or pupil) will have to answer a personal question;
- No one will be forced to take part in discussion;
- Only the correct names for body parts will be used; and
- Meanings of words will be explained in a sensible and factual way.

Distancing techniques

Teachers can avoid embarrassment and protect pupils' privacy by always depersonalising discussions. e.g. by the use of role play, case studies with invented characters, appropriate videos.

Dealing with questions.

- If a teacher can not answer a question or a pupil needs further support, the teacher can refer to an appropriate suitably skilled and qualified person e.g. school nurse.
- If a question is too explicit, feels too old for a pupil, is inappropriate for a whole class, or raises an issue of sexual abuse, it will be acknowledged and attended to later on an individual basis. In this way the pupil will have been treated with respect, but the class will not have to listen to personal experience or inappropriate information.
- A Question box will be available in the school library for children to put written questions in. If the questions are generic they will be covered in the lessons. If a child writes their name on the question the school nurse will speak to the child to answer their question.

Reflection

Reflection is crucial for learning as it encourages pupils to consolidate what they have learned and to form new understanding, skills and attitudes.

See PSHCE Policy

Refer to Long and Medium Term Planning. Content of medium term plans are subject to change in light of maturity of cohort although all key objectives are covered with each cohort.

Young children have their questions answered in a sensitive fashion laying foundations for the provision of appropriate knowledge as they grow older. At all times, due regard is paid to moral considerations and the value of family life.

There are planned lessons of intervention with support from the school nurse and NHS Health Improvement service.

Parents

OFSTED reports (2002) suggest that children prefer to receive their SRE education from their parents. The school recognises the importance of this, it encourages parents to begin SRE at home with the school supplementing the learning already taking place at home.

DfE guidance advises that some parents need support in:

- Helping children learn the correct names of parts of the body;
- Talking with children about feelings and relationships; and
- Answering the children's questions about growing up, having babies, feeling attraction, sexuality, sex, contraception, relationships and sexual health.

Parents of children who are to receive the course of Sex and Relationship Education are notified at the beginning of the term when the lessons are to be followed. Parents must indicate their permission for their child to follow the course. If parents wish to have their child(ren) excluded from the course, then a letter must be sent to school. Children who are not following the Sex and Relationship Education course will still follow the National Curriculum KS2 Science Programme of study on the Life Cycle of Humans and Reproduction.

Parents will be given the opportunity to join a SRE Guidance Meeting in school to find out about the content of the Sex Education their child receives at school and raise any concerns or queries. Parents and children will be asked to contribute to an evaluation of the SRE course of study.

Due to the sensitive nature of the programme of study all children's individual needs and backgrounds will be respected and accounted for.

The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex education programme. Other people that we call on include local clergy, social workers and youth workers. Our Home School Liaison Officer will attend parent meetings.

Resources

Laying the Foundations - Sex and relationships education in primary schools - A. Martinex and V.Cooper ~ National Children's Bureau.

Equal opportunities

All children will be allowed the same opportunities, irrespective of gender, race or ability in the development of their Sex and Relationship education. This policy has been assessed for Equality Impact Assessment 21/7/17 and has a low priority.

Sex and relationship education should be relevant and culturally and linguistically inclusive. Where there are pupils from other faith communities, full account will be taken of their views and expectations. Topics will be approached sensitively to ensure they are dealt with through a multi-faith perspective. Our home school liaison supports communication between home and families with English as an additional language.

Children with special educational needs (SEN) and learning difficulties will be included in the programme; with work planned appropriately. The content and delivery may need to be adapted to meet individual needs. Due care and attention will be made to safeguarding and on advise from the SENCO some SRE may be delivered by a TSA on an individual basis to a statemented child with SEN.

Gender - The teaching of boys and girls will cover the same content. It is generally expected that children will be taught in mixed sex groups. However, for some cohorts the teacher may decide that single sex groups may be more acceptable.

Sexual identity and sexual orientation - The school will aim that sex and relationship education will meet the needs of all pupils regardless of sexual orientation. If they are asked direct questions, teachers will deal honestly and sensitively with sexual orientation, answering questions and offering support. There will be no direct promotion of sexual orientation.

Health and Safety

All children will be taught knowledge and understanding of health and safety aspects of this subject considering the hazards and risks in their activities to themselves and others. Indeed, these aspects are a fundamental and integral part of this subject.

Confidentiality

Teachers have a responsibility to ensure the safety and welfare of pupils and because teachers therefore act in loco parentis, parents will be reassured that personal beliefs and attitudes of teachers will not influence the teaching of sex and relationships education.

Teachers will provide a safe environment and children will be reassured that their comments and concerns will be dealt with in a confidential manner, however, teachers cannot offer or guarantee absolute confidentiality to children.

The degree of confidentiality is governed by the need to protect the child. The school will follow the Calderdale's safe guarding policy if there is any possibility of abuse. All staff will be alert to signs of abuse and will follow the school's child protection procedures. If a teacher is told by a pupil that he or she is sexually active or contemplating being this will be regarded as a child protection and safe guarding issue.

The Headteacher is the person designated to deal with safe guarding issues. The teacher approached by the child will consult the Headteacher. The Headteacher will address the issues for child protection and ensure that help is made available for the child and family.

See DfEE's Child Protection circular 10/95- "Protecting Children from Abuse: The Role of the Education Service."

The school nurse provides an additional means of support for the children and is available for their questions and advice.

Assessment and Recording

No formal assessment can be made. Staff will follow school's Christian values as outline in the Mission Statement. Assessment of pupils' progress will be a continuous process and will be teacher based, using professional judgement with regard to pupils' discussion comments, opinions and ideas in appropriate work-sheets. Strict confidence and respect is emphasised at all stages in the delivery of SRE. A National Curriculum level is given to each child in PSHCE at the end of KS1 and KS2. The yellow assessment sheets are completed by the class teacher.

Monitoring and Review

The policy will be monitored by the Headteacher and Deputy Headteacher.

Professional Development and Subject Leader's Role

Opportunities for professional development will be undertaken in line with SDP.

The PSHCE Subject Manager will be responsible for:

- Policy development and review
- Monitoring and supporting the curriculum taught
- Resource management
- Supporting staff in implementing the policy
- Inviting external agencies into school for specific purposes
- Reporting to the governing body.

Evaluation

- The SRE programme will be evaluated at the end of each academic year through parent, pupil and teacher consultation
- The success of the policy will be evaluated through observations of lessons and discussions with pupils and parents.

EAW April 2014 July 2017

Policy to be reviewed in July 2019