



# HOLY TRINITY CE PRIMARY SCHOOL

Strength for today, Bright hope for tomorrow

## Policy: Sex and Relationships Education

Previous Review: 2018

This Review: February 2021

Next Review: February 2023

Frequency of Review: Every 2 years

Responsible Committee: Outcomes, Curriculum and Assessment Committee

HOLY TRINITY C OF E PRIMARY SCHOOL, NW3

## Strength for today, Bright hope for tomorrow

### Our Vision

Strength for today, Bright hope for tomorrow

Isaiah 40: 31

Those who have hope in the Lord will renew their strength. They will soar on wings like eagles; they will run and not grow weary, they will walk and not be faint.

Our school vision is rooted in the book of Isaiah chapter 40 verse 31 which tells us that those who have hope in the Lord will renew their strength.

Our hope in God leads us to have high aspirations for our learning community. We value the

uniqueness of each child, made in the image of God, and seek to provide a holistic, enriched curriculum and pastoral care, empowering everyone with the strength, knowledge and wisdom to succeed and flourish.

How our Vision inspires this Policy: Our vision is to provide a holistic, enriched curriculum empowering everyone with the knowledge and strength to succeed and flourish both in and out of school.

### **Sex and Relationship Education Policy**

#### **Statement of Intent**

As a church school what and how we teach, what and how our pupils learn within and beyond the classroom are rooted in Christian values. Our Christian values are fundamental in the implementation of this policy.

#### **Introduction**

This policy was developed in the light of: Statutory guidance on Relationships Education, RSE and Health Education (DfE Feb 2019) Camden LA guidance and procedures; draft Sex and Relationships Policy from the London Diocesan Board for Schools; Guidance on PSHEE (DfE 2013); SRE in the 21st Century (PHSE Association 2014) and in consultation with the staff, parents, and governors of Holy Trinity C of E Primary School.

This policy provides information on how we provide Sex and Education Relationships (SRE) as part of the Personal, Social and Health Education and Citizenship framework. This is in addition to the statutory Science National Curriculum topics. In line with the Children's Act (2004) and the Education Act (2006), this policy aims to promote the well-being of our children and prepare them for the challenges, opportunities and responsibilities of adult life.

Whilst we at Holy Trinity are aware that parents have the right to withdraw their children from sex education provided at school, except for those parts included in the statutory National Curriculum for Science, we would encourage any parent wishing to withdraw their child to discuss the situation with the class teacher in the first instance.

This policy is available to all staff and governors on request.

A copy of the policy is located in the Head teacher's office.

### **Aims and Objectives**

The purpose of Sex and Relationships Education (SRE) at Holy Trinity Church of England School is to assist our pupils to prepare for adult life through physical, emotional and moral support. Significantly this policy places sex education firmly in the context of relationships as a whole and seeks to develop it as such.

Our teaching and information will reflect Christian values and principles and due care will be taken when answering questions or discussing any points raised. We will ensure that we emphasise the understanding of the importance for families of stable, caring, responsible and loving relations between adults.

In this way SRE can take place throughout a child's time at Holy Trinity, incorporating, as it does, education in a safe and caring environment, which looks to develop positive:

- Attitudes and values
- Personal and social skills
- Knowledge and understanding

### **We teach children about:**

- The physical development of their bodies as they grow into adults
- The way humans reproduce
- Respect for their own bodies and the importance of sexual activity as part of a committed, long-term and loving relationship
- The importance of family life
- Moral questions
- Relationship issues
- Respect for the views of other people
- How to stay safe online
- How to recognise when they are at risk or when something is not safe
- Challenge and prevent discrimination based on sexual orientation and gender
- Discuss their concerns and correct misunderstandings they may have gained from the media or peers.

## **Context**

The above objectives are achieved through a whole-school approach, which ensures that the school's policy is appropriately set for the age and maturity of the pupils. This includes:

- Involving parents and carers (parents will be informed about content of Sex and Relationship lessons before they are taught)
- Giving staff appropriate training and support
- Ensuring that pupils' views are listened to
- Ensuring that everything takes place within an equal opportunities framework, including sensitive consideration of families cultural and religious beliefs

As part of sex and relationships education, children are taught about the nature and importance of marriage for family life and bringing up children. But we also recognise that there are strong and mutually supportive relationships outside marriage. Therefore, pupils learn the significance of marriage and other stable relationships as key building blocks of community and society. Care is taken that there is no stigmatisation of children based on their home circumstances.

## **Organisation**

We teach sex education through different aspects of the curriculum. Whilst we carry out the main sex education teaching in our personal, social and health education (PSHE) curriculum, we also teach some sex education through other subject areas (for example, Science and PE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

PSHE: In PSHE we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and how these work. This is part of our summer term topic of ***Changing Me***.

Science: We teach the programmes of study set out in the national curriculum in delivering our science lessons including: ***Living Things and Their Habitats; Animals Including Humans; Evolution and Inheritance***.

### **YEAR 1**

Children are taught to identify parts of the body that make boys different to girls and use the correct names for these.

### **YEAR 2**

Children are taught to recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of the body are private.

### **YEAR 3**

Children are taught to identify how boys' and girls' bodies change on the inside as they grow up and why these changes are necessary so they can make babies

### **YEAR 4**

Children learn to label the internal and external parts of the male and female bodies that are necessary for making a baby. Children learn how a girl's body changes in order for her to have babies and that menstruation is a natural part of this.

### **YEAR 5**

Children learn about changes during puberty. Girls learn about menstruation. Children learn about conception and the development of babies in the womb.

## **YEAR 6**

Children learn about conception, pregnancy and how a baby is born.

### **SRE in Year 5**

In Year 5 we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons. Teachers do their best to answer all questions with sensitivity and care. By the end of Year 5 we ensure that both boys and girls know how their bodies change during puberty, that girls know what menstruation is and how it affects women, and that boys know what wet dreams are. We always teach this with due regard for the emotional development of the children (as stated earlier in this policy).

### **SRE in Year 6**

Specific teaching on Human Reproduction has taken place at Holy Trinity School for several years in Year 6. We believe that broached sensibly and sensitively sex education itself is appropriate and relevant for our Year 6 children. We feel it has been of great benefit to our young people, informing them, helping them to sensibly question and prepare them for both their present and their future in a society where issues of health, sex, gender stereotyping and sexuality are very prevalent.

The purpose of sex education is to provide knowledge about the processes of human reproduction and the nature of sexuality and relationships. At the same time it should lead to the acquisition of skills and attitudes which prepare children to manage their relationships in a responsible and healthy manner. It also provides a very important forum for children to discuss their own issues and ideas, clarifying issues, gaining correct information and reaching balanced views that may help them to avoid potential difficulties in the future. Therefore, added to the above context, SRE for our Year 6 children aims:

- To provide knowledge about the purposes of human reproduction (i.e. how a baby is conceived and born)
- To revisit changes in the body related to puberty, the varying time scales associated with these and what issues may cause young people anxiety and how they can deal with these
- To present facts in an objective, balanced and sensitive manner, set within a clear moral framework, which emphasises the importance of relationships
- To generate an atmosphere where questions about sexuality and reproduction in all relationships can be asked and answered simply and truthfully and without embarrassment on either side
- To help children appreciate the value of stable 'family life' (in its widest context) and responsibilities of parenthood
- To help children understand that they have rights and should have control over who touches their bodies and to increase communication skills about these
  
- To recognise that parents are key figures and the teaching offered by school should be complementary and supportive to this role
- To provide a means of developing the total personality of the child, thus helping the overall development of all children into well balanced human beings, who are able to take a responsible role within society
- To develop meaningful discussions about feelings and relationships and avoid an overly reproductive focus
- To identify the different needs and learning styles of boys and girls and provide work and discussions in single sex groups whenever appropriate
- To provide a questions box, so that some questions can be asked anonymously, so that important issues aren't missed through a child's embarrassment

It is also an essential part of this that pupils are helped to:

- Develop the maturity to discuss more personal subjects
- Understand the importance of agreed ground rules such as, no one will have to answer a personal question, no one will be forced to join in a discussion, no one will be laughed at, only the correct names for body parts will be used and meanings of words will be explained in a sensible and factual way
- Talk to an appropriate adult if they have an anxiety or 'burning question', knowing that their question will be treated privately

As part of the ground rules the teacher will also set certain parameters e.g. that questions which are too personal or 'silly' will not be answered.

As part of this teachers may choose to use 'distancing techniques', whereby pupils are helped to be able to broach more personal subjects by considering them from the view of a 'third party'. At the end of each session a time for reflection is included.

The school will always:

- Consult with parents on all matters of health education policy
- Train teachers to teach sex education
- Listen to the views of the children in our school regarding sex education
- Look positively at any local initiatives that support us in providing the best sex education teaching programme that we can devise

### **The role of parents**

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about the school's sex education policy and practice
- Answer any questions that parents may have about the sex education of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school
- Encourage parents to be involved in reviewing the school policy and making modifications to it as necessary
- Inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities
- Parents of Year 5 and 6 children are informed by letter about when our programme of sex education is to take place. They are invited to discuss any issues/questions they may have and view the materials if they wish.

Parents have the right to withdraw their child from parts of the sex education programme that we teach in our school as part of PSHE and Citizenship. If a parent wishes their child to be withdrawn from SRE lessons, they should discuss this with the class teacher in the first instance and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

It is important to note that parents are not able to withdraw their child from National Curriculum Science lessons that will include teaching on reproduction. As of September

2020, parents are not able to withdraw their children from Health and Relationships Education.

### **Definition of Relationships Education**

The requirements for teaching Relationship Education in primary are described in the DfE statutory guidance and based on the guidance, we have defined Relationships Education as learning about

- Different relationships (including online) and how to make and maintain healthy, caring and respectful relationships within families and friendships
- The importance of families for caring for children
- How to recognise when a relationship is unhealthy or unsafe and how to seek help and report concerns or abuse (including online)
- The importance of respecting others who are different from themselves whether physically, their family structure, their race, religion, belief, disability or sexual orientation
- Different types of bullying and discriminatory language, the impact it has and how to prevent it and get help
- Stereotypes and how they can lead to prejudice and discrimination eg based on gender, race, religion, disability or sexual orientation
- How to recognise risk and be safe online

### **Teaching strategies**

As much as possible we provide an interactive learning environment which is motivating and allows pupils to practise skills as well as to gain information and knowledge. We also allow time for reflection.

### **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.

### **Special Needs**

At Holy Trinity all our SRE teaching is differentiated to the intellectual and emotional needs of individual children. SRE will also be provided for children with specific special educational and physical needs in consultation with their parents.

### **Confidentiality**

Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the head teacher. The head teacher will then deal with the matter in consultation with health care professionals. (See also Child Protection Policy.)

## **Monitoring and review**

The Outcomes, Curriculum and Assessment Committee of the governing body monitors our sex education policy. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Outcomes, Curriculum and Assessment Committee gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments. Governors require the head teacher to keep a written record, giving details of the content and delivery of the sex education programme that we teach in our school.

## **Evaluation, assessment and reporting to parents**

Evaluation and assessment including self-assessment are an integral part of SRE. Pupils' progress in learning in SRE is assessed as part of science PSHE and Citizenship.

## **Links with other policies**

This policy should be read in conjunction with the following policies: PSHE and Citizenship

Drugs

Science

Safeguarding & Child Protection

SEN