



Sex and Relationships Policy

Last Review June 2015

Next Review: June 2016

Signed: Chair of Governors

Headteacher

What is Sex and Relationship Education (SRE)?

Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health.

(Sex and Relationship Education Guidance (DfEE 0116/2000))

Sex and Relationships Education at Trinity C.E School

Effective Sex and Relationship Education is essential if young people are to make responsible and well informed decisions about their lives.

At Trinity C.E. School, education about relationships will focus on the building of self-esteem, friendship and preventing bullying. Relationships and feelings will be discussed with emphasis on loving and caring.

As a Christian school, the study of sex and relationships will be presented in a framework of Christian understanding, stressing the importance of the commitment to family life and the valuing of strong relationships. Reproduction and growth will be taught with sensitivity and in line with National Curriculum guidance.

Sex and Relationships is taught through science, PSHE and circle time.

Aim

Our aim is to provide SRE by ensuring that by the end of Key Stage Two **all** children:

- Develop confidence in talking, listening and thinking about feelings and relationships.
- Understand the importance of marriage and stable loving relationships for the bringing up of children.
- Are able to name parts of the body and describe how their bodies work.
- Are aware of the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood.
- Can protect themselves and ask for help and support.

The organisation of the teaching of SRE at Trinity C.E School

Foundation Stage

Although there is no formal programme for Sex Education, children in the Foundation Stage learn about their own, and other animals' growth and development within Knowledge and Understanding of the World.

Key Stage 1

Children can recognise the effect of their behaviour on other people, and can cooperate with others. They can identify and respect differences and similarities between people, and can explain different ways that family and friends should care for one another.

They will learn

- 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

Children can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. Children can make choices about how to develop healthy lifestyles. They can identify some factors that affect emotional health and wellbeing (for example exercise or dealing with emotions).

They will learn

- that the life processes common to humans and other animals include nutrition, growth and reproduction.
- about the main stages of the human life cycle.

Relationships

Relationships are explored throughout the Foundation Stage and Key Stage 1 and 2 through the P.S.H.E. scheme of work. Since this is a church school, children are encouraged to adopt a Christian attitude towards caring for one another e.g. in Year R ideas about friendship are explored through discussion of Jesus as a special friend. In both Key Stages, Bible stories are used as examples of behaviour. This inevitably dovetails with the Religious Education scheme of work which also promotes and reflects a Christian ethos whilst teaching the children about other faiths.

Relationships are also discussed during Prayer Time. Prayer Time themes cover many aspects of living harmoniously together, which supports our Christian ethos.

Positive relationships are actively promoted throughout the school in a variety of practical ways such as 'Buddy System' and 'School Council'. All adults within school are expected to display, encourage and promote positive relationships.

Dealing with sensitive issues

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about SRE. The following are protocols for discussion based lessons with pupils:

- no one (teacher or pupil) will have to answer a personal question;
- no one will be forced to take part in a discussion;
- only the correct names for body parts will be used;
- meanings of words will be explained in a sensible and factual way; and
- teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent

Monitoring and Evaluation

Sex and Relationship Education will be monitored and evaluated as part of the P.S.H.E. and Science curriculum, by the Senior Leadership Team and subject co-ordinators.

Parents

The responsibility for teaching children about sex, relationships and growing up is shared by home and school alike. Parents are informed by letter of any area that may

prove sensitive, and have the right to withdraw their children from such lessons. They also have the right to withdraw their child from all or part of the Sex and Relationship Education provided at school, excluding statutory elements of the National Curriculum. However, before parents use this right, the governors hope that parents would wish to discuss their concerns with the Headteacher prior to withdrawing their child.

Child Protection / Confidentiality

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. In this instance, the staff member will inform the Head Teacher in line with procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

Policy review

The policy and it will be reviewed every year. In reviewing the policy, the following groups will be consulted:

- parents
- staff
- governors