



AWAITING NEW NATIONAL GUIDANCE FOR POLICY TO BE UPDATED ACCORDINGLY

Holy Trinity C. E. (A) Primary School Sex and Relationships Education Policy

As a Church of England School we promote a Christian ethos where all are equally valued and appreciate that every individual is unique.

Holy Trinity Primary School has 300 pupils aged between four and eleven years of age. It is a church aided primary school, linked to Holy Trinity Church in the village of Cuckfield.

The personal development of all pupils at Holy Trinity through Sex and Relationship Education will take account of Christian beliefs about God's love for all human beings whom he has created. It will be particularly concerned with building children's self-esteem, developing their self-awareness and sense of moral responsibility.

As a church school, the Christian ethos of Holy Trinity provides the context within which Sex and Relationship Education (SRE) will take place. Christian beliefs and values, with an emphasis on the importance of the family, committed relationships including marriage will permeate the teaching and learning of sex and relationships at the school.

Consultation

Children should be consulted before the unit is taught on SRE using the headings 'what do you already know? what do you want to know?' This should also be reviewed at the end of the unit. Parents of children in years five and six are invited to attend a meeting prior to a video being shown to the children

Rationale

In line with the 1998 Education Act we plan for SRE as part of our work in National Curriculum Science and Personal, Social, Health and Citizenship Education (PSHCE). SRE is always taught with due regard to moral and legal considerations and with the explicit values of family life and supportive relationships.

Aims and Objectives of SRE

SRE contributes to the foundation of PSHCE and Citizenship by ensuring that all children:

- develop confidence in talking, listening and thinking about feelings and relationships;
- are able to name parts of their body and describe how their bodies work;
- can protect themselves and ask for help and support;
- are prepared for puberty, moving with confidence from childhood towards adolescence.

SRE will

- provide information which is easy to understand and relevant and appropriate to the age and maturity of the children;
- include the development of communication and social skills;
- encourage the exploration and clarification of values and development of positive attitudes.

Statement of Values for Sex Education

SRE will reflect the values of the PSHCE programme. SRE will be taught in the context of relationships. In addition, SRE will promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

Legal requirements of Sex Education provision

National Curriculum Science at key stages 1 and 2 are compulsory units. We follow the PSHCE and Citizenship framework which is non-statutory.

- Personal Skills

In PSHCE children will be taught how to:

- communicate a point of view clearly and appropriately and listen to the views of others
- make sensible choices about what to do in particular situations, including reference to safe use of the internet
- manage relationships with friends confidently and effectively
- act responsibly as an individual and as a member of a group.

- National Curriculum Science – Key Stage 1

Children will be taught:

- i) that animals including humans move, feed, grow, use their senses and reproduce;
- ii) to recognise and name the main external parts of their bodies; including agreed names for sexual parts
- iii) that humans and animals can produce offspring and that these grow into adults
- iv) to recognise similarities and differences between themselves and others;
- v) to treat others with sensitivity.

- National Curriculum Science – Key Stage 2

Children will be taught:

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

Staffing and Teaching Methods

Class teachers will deliver much of the SRE work as part of Science and PSHCE. The PSHCE co-ordinator plans the scheme of work to be followed in school. Appendix A is taken from Sex and Relationship Education Guidance (DFEE July 2000) and advises staff on strategies to follow when teaching SRE.

Class teachers deliver the SRE curriculum. Children in year five and six are shown a video covering puberty, conception and birth. Teachers speak with the girls and boys separately about personal hygiene. A question box is placed in the year five & six classrooms for the children to place written anonymous questions, which the teacher will answer.

All questions asked by the children are answered honestly at an appropriate time, bearing in mind the age, maturity and understanding of the children. If a question is asked which is considered to be inappropriate for the age and level of understanding of the child staff will suggest that the child's parents should address the question at home.

Partnership with parents

Teaching staff arrange a meeting for parents of children in years five and six before the SRE video is shown to the children. We may suggest books or published materials, which parents may purchase to enable them to discuss SRE further with their children at home.

Whenever members of the wider community come into school to lead sessions about SRE they should be reminded that they should follow the school policies at all times.

Parents have the right to withdraw their child from any part of the SRE curriculum except those deemed to be National Curriculum Science. Parents are asked to write to the head teacher with any such requests.

Resources

A wide variety of resources are used, including fiction and non-fiction books, leaflets, extracts from videos, etc. The PSHCE co-ordinator manages the budget for SRE resources and follows advice from the PSHCE advisory staff when making purchases.

Confidentiality

Staff cannot offer or guarantee complete confidentiality when children divulge information of a sexual nature to them. At Holy Trinity such a disclosure should be shared with the head teacher. It will be viewed as a child protection issue.

Assessment, Recording and Reporting

We are determined to make the SRE curriculum as relevant to the children's needs as possible. To achieve this, assessments will be made through observations of the children and by talking to and discussion between pupils.

Where appropriate statements related to the children's SRE development will be recorded by the class teacher in the child's individual PSHCE record.

Monitoring and Review

The SRE curriculum will be monitored by the PSHCE co-ordinator. The monitoring systems to be implemented are:

- the review of planning on a regular basis
- discussions between the PSHCE co-ordinator and the teaching staff
- discussions between the PSHCE co-ordinator and groups of children from phase groups.
- The policy will be reviewed every three years by the PSHCE co-ordinator in discussion with the staff, the headteacher and the Governing Body's Curriculum Committee.

March 2003 – agreed with the SMT

Approved by Governors

Reviewed July 2006 by the Curriculum Committee of Governors

Agreed with staff Sept 09

Reviewed with Gobs working party March 10, agreed with staff June 10

Reviewed 2011

Reviewed November 2012

Reviewed October 2013

Reviewed October 2016

Appendix A

Learning Outcomes of SRE**

Teachers should plan to meet learning outcomes for SRE in their medium term planning for all subjects whenever possible.

By the end of key stage 1 pupils will be able to:

- recognise and compare the main external parts of the bodies of humans*
- recognise similarities and differences between themselves and others and treat others with sensitivity*
- identify and share their feelings with others
- recognise safe and unsafe situations
- identify and be able to talk with someone they trust
- be aware that their feelings and actions have an impact on others
- make a friend, talk with them and share feelings
- use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

Pupils will know and understand:

- that animals, including humans, grow and reproduce*
- that humans and animals can produce offspring and these grow into adults*
- the basic rules for keeping themselves safe and healthy
- about safe places to play and safe people to be with
- the needs of babies and young people
- ways in which they are like and different from others
- that they have some control over their actions and bodies
- the names of the main external; parts of the body including agreed names for sexual parts*
- why families are special for caring and sharing.

Pupils will have considered:

- why families are special
- the similarities and differences between people*
- how their feelings and actions have an impact on other people.

By the end of key stage 2 pupils will be able to:

- express opinions, for example, about relationships and bullying
- listen to and support others
- respect other people's viewpoints and beliefs
- recognise their changing emotions with friends and family and be able to express their feelings positively
- identify adults they can trust and who they can ask for help
- be self-confident in a wide range of new situations, such as seeking new friends
- form opinions that they can articulate to a variety of audiences
- recognise their own worth and identify positive things about themselves
- balance the stresses of life in order to promote both their own mental health and well-being and that of others
- see things from other people's viewpoints, for example their parents and their carers
- discuss moral questions
- listen to, support their friends and manage friendship problems

- recognise and challenge stereotypes, for example in relation to gender
- recognise the pressure of unwanted physical contact, and know ways of resisting it.

Pupils will know and understand:

- that the life processes common to humans and other animals include growth and reproduction*
- about the main stages of the human life cycle*
- that safe routines can stop the spread of viruses including HIV
- about the physical changes that take place at puberty, why they happen and how to manage the,
- the many relationships in which they are all involved
- where individual families and groups can find help
- how the media impact on forming attitudes
- about keeping themselves safe when involved with risky activities
- that their actions have consequences and be able to anticipate the results of them
- about different forms of bullying people and the feelings of both bullies and victims
- why being different can provoke bullying and know why this is unacceptable
- about, and accept, a wide range of different family arrangements, for example second marriages, adopted children, fostering, extended families and three or more generations living together.

Pupils will have considered

- the diversity of life styles
- others' points of view, including their parents' or carers
- why being different can provoke bullying and why this is unacceptable
- when it is appropriate to take a risk and when to say no and seek help
- the diversity of values and customs in the school and in the community
- the need for trust and love in established relationships.

* The statements marked with an asterisk are part of the National Curriculum science requirements.

**Sex and Relationships – HMI 433 – OfSTED 2002

APPENDIX B

TEACHING STRATEGIES FOR SEX AND RELATIONSHIP EDUCATION

This section looks at some practical strategies for teaching our sex and relationship education programme.

Ground Rules

A set of ground rules will help teachers create a safe environment in which they do not feel embarrassed or anxious about unintended or unexpected questions or comments from pupils. Ground rules might be developed as part of the school's sex and relationship education policy or individually with each class or year group.

Distancing Techniques

Teachers can avoid embarrassment and protect pupils' privacy by always depersonalising discussions. For example, role-play can be used to help pupils 'act out' situations. Case studies with invented characters, appropriate videos, and visits to theatre in education groups can all help pupils discuss sensitive issues and develop their decision-making skills in a safe environment. Some of these methods are listed below under 'Discussion and Project Learning'.

Dealing with Questions

Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting. Many teachers are concerned about responding to unexpected questions or comments from pupils in a whole-class situation. Having a set of ground rules should reduce the chances of this happening but teachers will need support and training so that they are prepared for the unexpected. For example:

- if a question is too personal, the teacher should remind the pupil of the ground rules. If the pupil needs further support, the teacher can refer her or him to the appropriate person, such as a school counsellor, school nurse, help line, or an outside agency or service;
- If a teacher does not know the answer to a question, it is important to acknowledge this and to suggest that the pupil or teacher or both together research the question later;
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later, on an individual basis. In this way, the pupil will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information. To maintain trust and respect, the teacher must remember to talk with the pupil later; and
- If a teacher is concerned that a pupil is at risk of sexual abuse, they should follow the school's child protection procedures.
- The PSHCE Co-ordinator and Class Teacher for Years 5/6 have discussed possible answers for some of these questions, (See Appendix C).

SEX AND RELATIONSHIP EDUCATION GUIDANCE

Discussion and Project Learning

Discussion and Project Learning encourages learning and is enjoyed by pupils. Pupils take part in a structured activity in which they can:

- draw on previous knowledge to develop more understanding;
- practise their social and personal skills;
- consider their beliefs and attitudes about different topics;
- reflect on their new learning; and
- plan and shape future action.

Active learning is most effective when pupils are working in groups. Methods include discussion techniques such as the use of circle time in primary schools, case studies and project work.

Teachers should also assess the usefulness of providing factual information in written form for young people to keep for future reference.

Reflection

Reflecting is crucial for learning as it encourages pupils to consolidate what they have learned and to form new understanding, skills and attitudes. Teachers can help pupils reflect on their learning by asking questions like these:

- What was it like doing this discussion today?
- What did you learn from the others, especially those who had a different experience or belief from your own?
- What do you think you will be able to do as a result of this discussion?
- What else do you think you need to think or learn about?

SENSITIVE ISSUES-DRUGS AND SEX AND RELATIONSHIP EDUCATION

It is important to establish the correct language in Key Stage 1. Much of the family language (e.g. tuppence, front bottom, tassel, tail) and street language (which we will not list here) is vague or ambiguous, with varying interpretations from person to person. Young children should be encouraged, at least in school, to use specific words for specific parts of the body. The close proximity of the evacuative to the sexual parts of the body can lead to an early belief that sex is 'dirty' unless the differences are clearly explained.

We have suggested learning outcomes for Key Stage 1, drawn from the PASSPORT Framework discussed in Chapter 5 and which reflect the four broad themes of the combined PSHE and Citizenship Framework. Schools need to ensure that these outcomes are appropriate, i.e. that they meet pupils' needs.

LEARNING OUTCOMES IN THE PRIMARY SCHOOL

<u>Suggested Learning Outcomes – Key Stage 1</u>		
Students should be able to:		
1 Skills	2 Knowledge	3 <u>Attitudes and values</u>
A Begin to manage feelings positively and effectively	A <i>Understand ideas of good and bad, right and wrong.</i>	A Think about their responsibilities to their friends, class and family.
B <u>Recognise potential risks to the safety of self and others from people, situations and in the environment.</u>	B Understand that other people, pets and plants have needs.	B Care about people with unmet needs.
C <u>Say ‘no’ when subject to pressure/something feels wrong</u>	C Understand the concept of growing from young to old and that they are growing and changing.	C Be proud of their body, enjoy what it can do and treat it with respect.
D Voice differences of opinion sensitively and courteously: say sorry, thank you.	D Know the correct names for the external parts of the body, including the sexual parts.	D Care about keeping themselves and others safe.
E Make new friends: cope with losing friends.	E Know the rules for keeping safe at home and at school, e.g. good touches/bad touches and stranger danger.	E Consider the value of being a friend and having friends.
F Help to care for pets and plants.	F Know when to keep a secret and when to tell.	F Value other people’s achievements.
	G Know they have rights over their own bodies.	G Begin to accept everyone as an individual.
	H Understand that boys and girls can both do the same tasks and enjoy the same things; but that stories and the television sometimes say that boys do this and girls do that.	H Respect others’ needs, feelings and opinions.
	I Understand how to be a friend and that friendships change.	I Think about what trust and reliability mean.
	J Know what bullying is and what to do if they experience or see bullying.	

SENSITIVE ISSUES-DRUGS AND SEX AND RELATIONSHIP EDUCATION

Suggested Learning Outcomes – Key Stage 2 Students should be able to:		
1 Skills	2 Knowledge	3 Attitudes and values
A Express positive things about themselves and others.	A Know that puberty brings changes in emotions.	A Respect other people’s work and career choices.
B <u>Be able to express feelings in different ways and recognise the impact on others.</u>	B Know what makes them feel happy and positive about life: the influence of relationships on mental health.	B Value their own identity and those of others.
C <u>Manage hygiene procedures: e.g. menstruation.</u>	C Know about different cultural practices in health and hygiene.	C Respect their own and others’ bodies.
D Discuss and ask questions about changing bodily needs.	D Know how changes at puberty affect body hygiene.	D Accept responsibility for personal cleanliness.
E Decide who has access to their bodies.	E Know that body changes are a preparation for sexual maturity and understand the process of conception and birth.	E Respect other people’s feelings, decisions, rights and bodies.
F Recognise unwanted influence and pressure from friends, and exercise some basic techniques for resisting.	F Know about the range of human variation, understand what is meant by ‘normality’ and know that differences between people can be caused by genes and environment	F Value diversity of lifestyles and the choices made within them.
G Recognise their own and other people’s feelings.	G Know what we do that makes each other happy, sad and cross, and what helps and hinders friendships.	G Consider why honesty, loyalty, understanding and respect are important in relationships.
H Show care for others, as well as themselves.	H Know that people’s responses to ideas and events may be determined by age, religion and culture.	H Appreciate different ways of loving and the importance of love in relationships.
I Initiate friendships.	I Develop understanding of different types of relationships including marriage, and know that there are very different patterns of friendship.	I Appreciate that similarities and differences between people are the result of many factors.
J Develop skills needed for relationships, e.g. listening, supporting, and showing care.	J Know how to deal with friendship problems.	J Consider their developing responsibilities at school, with friends and within the family.
K Respond assertively to teasing and bullying.	K Understand more about the changes that take place in human life – parenthood, bereavement, making new relationships.	
L Recognise and challenge stereotypes.	L Know that human sexuality is expressed in different ways, understand what it means and have some words to describe it.	