



# TRINITY C OF E PRIMARY

## **Sex and Relationships Education (SRE) Policy**

### **General**

At Trinity Primary School we ensure that children are mentally and emotionally healthy through our Sex and Relationships Education Policy. We provide parents and carers with support to keep their children healthy. We also prepare children for the future beyond primary education, so they are equipped for secondary Sex and Relationships Education (SRE).

We at Trinity Primary School have based our school's sex education policy 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 our aim to teach about 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 is part of the personal, social and health education curriculum at Trinity Primary School. While we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation and ensure that SRE is taught in the context of current relevant legislation, including the Equality Act 2010.

### **SRE Aims and Objectives**

At Trinity Primary School we teach children the following SRE in relation to Every Child Matters (ECM):

- the physical development of their bodies, particularly through puberty 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;
- relationships issues;
- respect for the views of other people;
- sex abuse and what they should do if they are worried about any sexual matters.

- To protect children and young people from inappropriate online content and exploitation online.

## **Key Skills**

At all Key Stages, pupils learn, practice, combine, develop and refine a wide range of skills in their work across the National Curriculum. Some skills are universal, for example the skills of communication, improving own learning and performance, and creative thinking. These skills are also embedded in the subjects of the National Curriculum and are essential to effective learning.

Opportunities for teaching and learning all these skills across the Key Stages are identified when planning. Pupils can be encouraged to reflect on what and on how they learn, and how these skills can be applied to different subjects, different problems and real-life situations.

At Trinity Primary School we teach sex education in the context of the school's aims and values framework (See Curriculum Policy values statement) and Every Child Matters. While sex education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all our work in school. In particular, we teach sex education in the belief that:

- sex education should be taught in the context of marriage and family life;
- sex education is part of the wide social, personal, spiritual and moral education process;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect;
- children need to learn the importance of self-control.

## **Standards and Expectations**

At Trinity Primary School we teach sex education through different aspects of the curriculum. While we carry out the main sex education teaching in our personal, social and health education (**PSHE**) curriculum in conjunction with the PSHE and well-being co-ordinator, we also teach some sex education through other subject areas (for example, **science** and **PE**), where we feel that they contribute significantly to child's knowledge and understanding of his or her own body, and how it is changing and developing.

## **Learning and Teaching**

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,

and we explain to them what will happen to their bodies during puberty. For example, we tell the boys that their voices will change during puberty and we explain to girls about menstruation. We encourage the children to ask for help if they need it and have a full-time School PSCE and well-being co-ordinator.

In **science** in both key stages, teachers inform children about puberty and how a baby is born. For this aspect of the school's teaching, we follow the guidance material in the national scheme of work for science. In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

In Year 6 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. Our school nurse supports the delivery of these lessons. A letter is always sent out to parents prior to these lessons inviting them into school to discuss the content if they wish and giving them the right to withdraw their child if they wish to.

Teachers and the School PSHE and well-being Co-ordinator at Trinity Primary School do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children (as stated earlier in this policy).

We invite all parents and carers of children in Year 6 to discuss this particular programme of lessons, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching if they wish to.

Teachers at Trinity 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 the health care professionals (See also Child Protection Policy.)

In brief, the following is taught at Trinity;

Key stage 1

Pupils in Year 1 are taught:

- About the different ways in which they have changed since they were a baby, including the changes to their bodies.

- Biological names for various body parts including penis, vagina, testicles and breasts.
- The different words families may have for these body parts.

Pupils in Year 2 are taught:

- To match the correct body parts to a male and female.
- The function of clothing to make us look nice, keep us warm and keep certain parts of our bodies private.
- About the process of aging and the fact that this cannot be controlled.

Key stage 2

Pupils in Year 3 are taught:

- That humans reproduce and produce offspring.
- That women have babies and that in most animals, it is also the female that has babies.
- About the way a baby grows in its mother's uterus.
- About the word "puberty", and that this is used to explain when a child's body turns into an adult.
- About the importance of hygiene.
- The biological terminology used to describe changes in boys' and girls' bodies as they go through puberty.
- That puberty is necessary in order for the body to be able to make babies.
- About stereotypical ideas regarding parenting and family roles.

Pupils in Year 4 are taught:

- That a baby is made when sperm from a man and a woman's egg joins.
- That they were made by a sperm and an egg and therefore have some of the characteristics of each of their parents.
- That girls begin periods once they have entered puberty and that this is a natural process necessary to being able to one day make a baby.
- To identify some of the changes which have already happened to their bodies (e.g. growing taller) and accepting that they cannot change these.
- About the importance of relationships, focussing on the development of friendships.

Pupils in Year 5 are taught:

- More about how girls' and boys' bodies change during puberty, including how they might feel about these changes.
- About 'self-image' and the idea that how they see themselves is not necessarily how others see them.
- That attraction to others of the opposite or same sex is a natural part of growing up.
- About what terms such as "gay" mean, as and when these terms arise.
- About different situations and scenarios represented in the world around them (e.g. same sex parents).
- To identify things that they are looking forward to about becoming a teenager and to understand that growing up brings responsibilities.
- That the legal age for sexual consent is 16.

Pupils in Year 6 are taught:

- That babies are made during sexual intercourse.

- That having a baby is a choice which responsible adults make when they are with someone they love.
- Strategies for the development of positive self-image and self-esteem.
- To use their knowledge to answer questions their peers may have about getting older.
- The importance of looking after themselves physically and emotionally.
- The way in which being physically attracted to someone might change the nature of the relationship that they have with each other.
- About what to expect in secondary school and to discuss any worries that they might have about this transition.

During Year 6 classes, pupils may be taught in gender-segregated groups dependent upon the nature of the topic being taught.

### **The role of the PSHE and Well-being co-ordinator.**

In teaching this course at Trinity Primary School we follow guidelines provided by the LA. The School PCHE and wellbeing Co-ordinator liaises with the school nurse to arrange talks and a video with parents and Year 6 pupils. Other involvement with other year groups will be discussed as appropriate.

### **The role of parents**

Trinity Primary School is well aware that the primary role in children's Sex and Relationships 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 at Trinity Primary School we:

- inform parents about the Trinity's Sex and Relationships Education policy and practice through letters;
- answer any questions that parents may have about the sex and relationships education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education at Trinity;
- 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 and relationships education, so that the teaching at Trinity 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 in relation to Every Child Matters.

Parents have the right to withdraw their child from all or part of the Sex and Relationships Education programme that we teach at Trinity Primary School. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Head teacher, 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.

### **Home, School and Community Links**

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
- youth workers.
- Youth Against Crime
- Family learning
- Young Enterprise

### **Assessment**

At Trinity Primary School, we follow the guidance assessment material in the national scheme of work for Science and PE. SRE and PSHE assessment is carried out by PSHE and well-being co-ordinator, Science assessment is carried out by class teachers, and PE assessments are carried out by the PE co-ordinator in correspondence with class teachers.

### **The role of the Head teacher**

It is the responsibility of the head teacher to ensure that both staff and parents are informed about our sex education policy, and that the policy is implemented effectively. It is also the Head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The Head teacher liaises with external agencies regarding the school sex education programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

The Head teacher monitors this policy on a regular basis and reports to governors, when requested on the effectiveness of the policy.

### **Monitoring and review**

The Curriculum Committee of the governing body monitors our sex education policy regularly. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee give serious consideration to any comments. Governors require the Head teacher to keep a record, giving details of the

content and delivery of the sex education programme that we teach in our school (teachers' planning folders).

**Review by:** Policy Review Governors

**Reviewed on:** 26 April 2017

**Next Review:** Spring 2018

Signed by:

Head Teacher ..... Date .....

Chair of governors ..... Date .....

## Appendix One

### Specific lessons taught using the puberty pack for Years Five and Year Six:

#### Year Five

SRE Lesson Plan	Aim / Learning Objective	Learning outcome
Hygiene- Mixed Group	To raise awareness to basic hygiene regarding body changes	<p><b><u>Knowledge</u></b> To know some of the physical and emotional changes that take place at puberty, begin to learn why they happen and how to manage them</p> <p><b><u>Attitudes and Values</u></b> Begin to accept responsibility for personal cleanliness</p>
Girls – Puberty for girls	To increase understanding about periods	<p><b><u>Pupils will know and understand:</u></b> The physical change, which will happen to them, regarding menstruation Will have thought about: The value of looking after oneself</p> <p><b><u>Skill:</u></b> Know how to manage hygiene procedures e.g. menstruation</p>
Boys – Puberty for boys	To consider the changes that will occur at puberty	<p><b><u>Pupils will begin to know and understand:</u></b> What changes they will go through physically and emotionally, and learn why and how these changes will occur.</p> <p><b><u>Pupils should be able to:</u></b> Become more confident in talking about their feelings and be able to ask for help and advice if necessary.</p> <p><b><u>Pupils should be able to show:</u></b> A positive attitude to becoming an adult and respect towards those going through puberty.</p>

## Year Six

SRE Lesson Plan	Aim / Learning Objective	Learning outcome
Puberty – Mixed Group	<p><b>Pupils will know and understand:</b> The physical change, which will happen to them, regarding menstruation Will have thought about: The value of looking after oneself</p> <p><b>Skill:</b> Know how to manage hygiene procedures e.g. menstruation</p>	<p><b>Knowledge:</b> Body changes are a preparation for sexual maturity Puberty affects personal hygiene Puberty brings about physical and emotional changes.</p> <p><b>Skill:</b> Enhance ability to ask questions and talk confidently with adults and peers about thoughts and feelings. Begin to recognise implications of changing bodily needs.</p> <p><b>Attitudes and Values:</b> To respect their own and others' bodies Develop an appreciation of positive aspects of growing up.</p>
Puberty Changes – Mixed group	To consider the physical and emotional changes that will take place at puberty, why they happen and how to manage them	<p><b>Knowledge:</b> Begin to learn how changes at puberty affect body hygiene Realise that body changes are a preparation for sexual maturity.</p> <p><b>Skill:</b> Gaining confidence to be able to ask questions about changing bodily needs</p> <p><b>Attitudes and Values:</b> Respect their own and others' bodies. To begin to accept responsibility for personal cleanliness.</p>
Relationships – Mixed group	To recognise their changing emotions with friends and family and be able to express their feelings. Know the many relationships in which they are involved. Know and understand how a family is important to children growing up.	<p><b>Knowledge:</b> Know that a range of relationships exist between people Know what we do that makes each other happy, sad, cross, and what hinders friendships</p> <p><b>Skill:</b> Recognise their own and other people's feelings</p> <p><b>Attitudes and Values:</b> Respect other people's feelings, decisions, rights and bodies Appreciate different ways of loving and the importance of love in a relationship</p>
Birth of a baby – Teenage Pregnancy	To know and understand the basic facts about the processes	<b>Pupils will know and understand:</b>

	of conception and birth. To understand that teenage pregnancy limits life chances.	The processes of conception and birth. The responsibilities of having a baby and the life changes that occur
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