



Trinity St Stephen Church of England (Aided) First School

Sex and Relationships Policy

Author:

A handwritten signature in cursive script, appearing to read 'A. Megaw', is written below the author's name.

Headteacher

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Full Governing Body review due – January 19

Trinity St Stephen First School Sex and Relationships Policy

Definition

“Sex and Relationship Education is lifelong learning about physical, moral and emotional development. It is about the understanding of 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.”

DfEE Sex and Relationship Education Guidance July 2000

“Sex and Relationship Education is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings.”

(Sex Education Forum 1999).

Rationale

The Governing Body and teaching staff believe that effective Sex and Relationship Education (SRE) can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships, and that it also enables young people to make responsible and informed decisions about their health and well-being.

Aims

Sex and Relationship Education aims to help and support children:

- In their physical, emotional and moral development
- In making responsible and well informed decisions about their lives
- To respect themselves and others
- To move with confidence from childhood, through adolescence to adulthood
- Develop the skills and understanding needed to live confident, healthy and independent lives
- In preparation for the opportunities, responsibilities and experiences of adult life

This policy is a working document which provides guidance and information on all aspects of SRE in the school for staff, parents/carers and governors. To be accessible to all of these groups the document needs to be available on request and presented in a way that is easy to understand.

Moral and Values Framework

The SRE programme at Trinity St Stephen's First School reflects the school ethos and demonstrates and encourages the following values:

- Respect for self;
- Respect for others;
- Responsibility for their own actions;
- Responsibility for their family, friends, schools and wider community.

Equal Opportunities Statement

The school is committed to the provision of SRE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths

and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where pupils with Special Educational Needs are given extra support from school staff.

Content

In Key Stage 1 pupils learn to recognise similarities and differences between themselves and others, identify and share their feelings with each others, recognise safe and unsafe situations and identify and be able to talk to someone they trust. Areas covered include:

- People in my life - what they do for me and what I do for them
- My moods - feeling happy, sad
- Friendships
- Loss and mourning - a person, a pet
- Keeping safe - dangers I might encounter and saying no
- My body and other people's bodies - similarities and differences
- The beginning of life - me, animals and plants
- Growth in people, animals and plants
- Ageing - how we know things are alive, dead, young or old
- Changes as we grow
- Different types of families
- Feelings in the family - love, jealousy
- What helps people to get along with each other - listening, sharing
- What makes me happy
- What I like or don't like about other people
- What other people like or don't like about me
- Keeping safe
- Caring for myself - hygiene, sleep, exercise
- People who help me to care for myself
- Inside my body - the functions of different parts

In Key Stage 2 pupils learn to express their opinions about relationships and bullying and to listen to and support others, including respecting other people's viewpoints and beliefs. They learn to recognise their own worth and identify positive things about themselves and try to balance the stresses in life in order to promote their own mental health and well-being of others. Areas covered include:

- Feelings - things which make me happy, sad, embarrassed, scared
- Difficult situations - teasing and bullying
- Family trees
- Keeping healthy, exercise and diet
- Friendships - who our friends are and how we make and lose friends
- Making decisions - influences on me and peer group pressure
- Keeping safe
- Lifestyles in the class and community - differences in others and how we feel about differences

Organisation

At Trinity St Stephen's First School, SRE is not delivered in isolation but firmly embedded in all curriculum areas, including Personal, Social Health Education (PSHE).

SRE is taught in whole class or Key Stage group sessions, to mixed gender groups. Provision will be made for discussion on an individual basis or small group basis where this is deemed necessary and/or appropriate. A variety of teaching strategies will be used in the delivery of SRE including:

- Establishing ground rules
- Responding to questions and comments from pupils
- Active learning through discussion techniques
- Encouraging reflection

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of SRE in school.

Visitors are invited in to school because of the particular expertise or contribution they are able to make;

- All visitors are familiar with and understand the school's SRE policy and work within it
- All input to PSHE lessons are part of a planned programme and negotiated and agreed with staff in advance
- All visitors are supervised/supported by a member of staff at all times
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

Assessment

Elements of the sex education in the science curriculum are assessed through ongoing teacher assessment. Evaluation of the SRE programme outside the science order is conducted using a variety of informal activities.

Specific Issues within SRE

Withdrawal

Parents/Carers have the right to withdraw their children from all or part of the sex and relationships education provided at school except for those parts included as statutory in the National Curriculum. Those parents/carers wishing to exercise this right are invited in to see the Headteacher who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed.

Confidentiality

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the designated person for child protection before any decision is made.

The child concerned will be informed that confidentiality is being breached and the reasons why. The child will be supported by the teacher throughout the process.

Child Protection

The school has a separate Child Protection Policy. Effective SRE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

Controversial and Sensitive Issues

Staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Dealing with Questions

Both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the designated person for child protection if they are concerned.

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