



# *Relationships and Sex Education Policy*

Date of issue:	October 2022
Review Date	October 2023
To be reviewed	Headteacher, Governors and Staff
Consultation:	Parents Forum 10/10/2019
Authorised by	Headteacher and Governors

## Our Mission Statement

**As a Church of England School, our Christian values embrace and inspire all our achievements.**

**Nurturing - We feel safe, valued and able to take risks.**

**Inspiring - We all explore learning in fun and exciting ways**

**Achieving - We celebrate our successes and look forward to the next challenge.**

### RATIONALE

The Education Reform Act (Section 1) states that schools should provide a curriculum that *“promotes the spiritual, moral, cultural, mental and physical development of pupils... and of society: and prepare such pupils for the opportunities, responsibilities and experiences of adult life.”*

Sex and relationships Education (SRE) is an important dimension of this statutory entitlement. As part of our emphasis on the care and well-being of all children, at Holy Trinity Church of England Academy we aim to prepare them to cope with the physical and emotional challenges of growing up and to give children an elementary understanding of human reproduction. We are committed to deliver this within the context of a broad and balanced curriculum.

As a school we value diversity and foster mutual respect, modelling and inspiring attributes in pupils such as respect, courtesy and honesty. These underpin and inform the relationships we have, between adults and pupils.

### AIMS

At our academy, we aim through implicit and explicit learning experiences to:

- ensure that sex and relationship education is integrated into the curriculum.
- foster self-esteem and respect for others as the cornerstone of good health education and of therefore good sex and relationship education.
- nurture a partnership between caring adults – governors, teachers, ancillary staff and parents – to ensure sensitive support for children and young people as they grow and mature.
- ensure children have the ability to accept their own and others’ sexuality.
- encourage children to enjoy relationships based upon mutual trust and respect, free from any abuse.
- generate an atmosphere where questions and discussion on sexual matters can take place without embarrassment.
- answer with honesty, questions that may arise.
- adopt a whole school approach to Relationship and Sex Education
- Understand that families may look different to their own
- Ensure children have the knowledge to recognise and understand boundaries in relationships including online
- Teach children the knowledge needed to report abuse including online
- Teach pupils about the importance of physical and mental well-being

## TEACHING AND LEARNING

**“The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults”**

DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education. Statutory guidance 2019

All teaching should be sensitive and age appropriate in approach and content.

The curriculum covers content under the following areas:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body.

*See DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education. Statutory guidance 2019*

Effective teaching of sex and relationship education will increase pupils’ knowledge of:

- the body, so that they can name parts of the body and describe how their bodies work.
- human growth, development and life cycles and prepare them for puberty.
- families and parenting.
- safety and child protection, in order to protect themselves and ask for help and support.
- sexual identity.

It will also enable pupils to:

- improve their self-esteem
- develop confidence in talking, listening and thinking about feelings and relationships.
- make informed choices and decisions.
- develop personal initiative and be able to take responsibility.
- recognise personal skills and qualities in themselves and others.
- maintain and develop relationships.
- develop self-confidence.
- develop assertiveness in appropriate situations.
- develop the motivation to succeed.
- Understand the importance of physical and mental wellbeing

Within the taught curriculum, i.e. the whole school environment, pupils should be given frequent and regular opportunities to focus on feelings and to practise personal and interpersonal skills at an appropriate level.

We value and respect the learning that occurs in the community and in the home believing that these, alongside school links, are essential dimensions of sex and relationship education. It is important to involve, whenever possible, and certainly to inform parents, about the sex and relationship education programme within the curriculum.

Parents cannot withdraw their child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe. The teaching of the Science Curriculum is statutory and children may not be withdrawn from the topics of 'Life Processes and Living Things' or 'The Main Stages of Human Life'.

Relationships and Sex Education is mainly taught by the class teacher through PSHE, Science, Literacy, ICT. However some areas are delivered by outside agencies. In Y5 and Y6 some aspects are taught through "Healthy Heroes" – a scheme devised and delivered by Up and Under Sports. In other year groups, visitors such as a dentist or paramedic may be invited to teach, for example, content about health and hygiene for example. The Life Bus visits the school on a regular basis to also deliver areas of the curriculum.

Relationships and Sex Education will be taught in a moral and values framework, which focuses on the following aspects:

- Self-respect;
- Respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality;
- Taking account of other people's feelings;
- Mutual support and co-operation;
- Truthfulness and honesty;
- Accepting responsibility for the consequence of our own actions;
- The right of people to hold their own views;
- Not imposing our own views on other people;
- Not infringing the rights of other people;
- The right not to be abused by other people or be taken advantage of;
- The right of people to follow their own sexuality within legal parameters;
- A responsibility to develop relationships, including sexual relationships, based on mutual consent rather than coercion;
- The right to accurate information about sex-related issues;
- An entitlement to an appropriate and balanced SRE;
- The right to access helping services.

#### **Pupils with special educational needs and disabilities (SEND)**

SEND pupils should be given appropriate teaching for their needs.

The level of vulnerability, especially to exploitation or bullying, needs to be given particular thought when teaching these pupils.

#### **Confidentiality**

Teachers should not encourage pupils to disclose information 'in confidence' that they may have to pass on at a later stage. Wherever possible, teachers should make clear to pupils where the boundaries of confidentiality lie before pupils make personal disclosures.

There is no general legal duty for teachers to disclose personal information given by a pupil to anyone else – senior managers, colleagues, parents/carers, police etc.

However, **teachers are contractually bound to disclose information about physical or sexual abuse of children and young people to their designated safeguarding lead and/or Social Services. The school DSL is Mr Graham Shore and the deputies are Mrs Jane Brown and Mr Joe Rumley.**

The following will help to establish clear boundaries for confidentiality between pupils and teachers:

- Reassuring pupils that their best interests will be maintained;
- Encouraging pupils to talk to their parents or carers and giving them support to do so;
- Ensuring that pupils know that teachers cannot offer unconditional confidentiality;
- If there is any possibility of abuse, following the academy's child protection policy/procedure;
- Making sure that pupils are informed of sources of confidential help, for example, the school nurse, counsellor, GP or local young person's advice service;
- Using ground rules in lessons.

### **Sexuality**

Relationships and Sex Education should include discussion of sexuality in a sensitive manner and should include positive representations of people with differing sexual orientation. Discussion of relationships should not be solely about heterosexual relationships and the word 'partner' can be used rather than assuming all girls have or want boyfriends and all boys have and want girlfriends. However, it is not about the promotion of sexual orientation.

It is important to encourage tolerance and understanding and not demean or encourage prejudice against people whose sexuality is not shared by the majority.

Challenging sexism and homophobia form part of the school's approach to equal opportunities.

### **Answering difficult questions**

Sometimes a child will ask an explicit or difficult question in the classroom. It is our aim that pupils speak to a known adult rather than use the internet for information.

At the start of the session, teachers should set ground rules for answering questions.

- some questions will be answered directly
- others receive the response "That is a good question but I will talk to you after the lesson"
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Difficult or explicit questions do not always have to be answered. Parents may be advised of what has been asked. This school believes that individual teachers must use their skill and discretion in these situations and refer to the Headteacher if they are concerned.

### **ASSESSMENT, RECORDING AND REPORTING**

As with any learning process assessment of pupils' personal, social and emotional development is important. It provides information which indicates pupils' progress and achievement and informs the development of the programme.

Pupils do not pass or fail within this area, but have the opportunity to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on pupils' self-awareness and self-esteem.

We do not assess pupils in all areas of the PSHE and Citizenship programme however opportunities for pupils to reflect on their progress are identified. It is inappropriate to assess pupils' values.

### **EQUAL OPPORTUNITIES**

We believe that all children have the right to a full Personal, Social, Health and Citizenship curriculum, including that of SRE, regardless of race, gender, religion and ability.

Parents/carers do have the right to request their child be excluded from any or all parts of **the Sex Education** programme. In such cases, either written or oral requests will be recorded and the child will be removed to join another class for those sessions with work to complete. Parents/carers will know in advance when sessions are due to take place.

### **HEALTH AND SAFETY**

SRE is an integral part of our PSHCE curriculum and complies fully with our Health and Safety Policy. It also enhances our commitment to the Healthy Schools initiative.

Menstruation is discussed in Y4 and Y5 in order to prepare the girls and inform the boys. Emergency sanitary products and disposal systems are available. **At Holy Trinity Academy Sex Education is taught as part of our Personal, Social and Health Education studies, and in Science.**