



# Holy Trinity C of E Primary School

*A Church school community aspiring for all to live life to the full*

## Relationships & Sex Education Policy

Issued July 2021

Next Review July 2023

Committee Full Governors

## GENERIC PRINCIPLES

### Equalities

We are committed to delivering the content of this policy to meet the needs of all staff, pupils and other stakeholders where relevant, irrespective of race, gender and disability.

### Safeguarding

Our school recognises and promotes the responsibilities of all adults in protecting pupils. Specific responsibilities involved in ensuring child protection and wider safeguarding procedures are in place and must be adhered to: please refer to Child Protection & Procedures Policy; 'Keeping Children Safe in Education' (2020) and 'Working Together to Safeguard Children' (2018.)

### Cross-Referencing

This policy should be read in conjunction with these other related policies and documents:

- Data Protection Policy
- PSHE Policy
- E-Safety Policy

### Vision

This vision for our school: ***A church school community aspiring for all to live life to the full***

### Community

Where community means all those directly (ie children, staff, parents and governors) and indirectly (eg local schools and organisations) involved with the school.

### Aspiring

Where aspiring means wanting the best for our children and families and supporting them to develop the necessary knowledge, skills and understanding to be their best.

### Life to the full

Where 'life to the full' means providing a broad range of experiences and opportunities to apply the knowledge, skills and understanding we have to be able to participate in life and not be passive observers of it.

## Developing the SRE Policy

This Policy was produced by the PSHE subject leader at Holy Trinity C of E Primary School, in conjunction with staff, pupils, parents and governors. The statutory guidance from the from the DFE, July 2020 has been followed in line with the Relationships Education, RSE, and Health Education (England) Regulations 2019 which has made Relationships Education compulsory in all primary schools.

## Guidance

**This policy has been created using the DFE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance 2020.**

## Contents

1. Define Relationships Education within our school
2. Give the contents of Relationship Education with reference to the DFE guidance
3. Definition of sex education
4. Information on the parental right to withdraw a child from sex education
5. Explain how Relationship Education is taught and who is responsible for teaching it
6. Explain how the subject is monitored and evaluated

### 1. Relationships Education

At Holy Trinity Primary school, we want the relationships education to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

As a Church of England School, we believe that Christian beliefs and values should be considered in our Relationships Policy. Therefore, these principles underpin our policy:

- The importance of values and moral considerations
- The value of family life, marriage, or stable and loving relationships
- Acknowledging different family units e.g., marriage, second marriage, fostering, step siblings, extended families etc.
- The values of respect, love, and care for one another.

**Whilst pupils are given the opportunity to explore their own attitudes, values, and beliefs. We aim through teaching the following areas of relationship education, that they will develop an individual moral code that will guide their actions in life within a framework of respect for others.**

### 2. Relationship Education content

The following areas will be taught as part of Relationship education: -

#### Families and people who care for me:

- Families give love, security, and stability
- What a healthy family life looks like and the importance of spending time together
- How families can look different, but differences should be respected
- Marriage represents a formal commitment of two people which is intended to be lifelong
- Being able to recognise if family relationships are making them feel unhappy or unsafe

### **Caring friendships**

- Importance of friendships
- Characteristics of friendships
- Healthy Friendships
- Friendships have ups and downs
- Identifying if friendships are making you happy or unhappy
- Managing conflict

### **Respectful relationships**

- Respecting others, even if there are differences
- Having good manners
- Importance of self-respect
- In school and society, they can expect to be treated with respect and should show respect to others
- Marriage in England and Wales is available to both opposite sex and same sex couples.
- Different types of bullying (including cyberbullying) and the impact of bullying
- What a stereotype is, and how stereotypes can be unfair, negative, or destructive.
- The importance of permission-seeking and giving in relationships

### **Online relationships**

- People behave differently online (including pretending to be someone they are not)
- Importance of respect in relationships
- Keeping safe online
- How to critically consider online friendships

### **Being safe**

- What sorts of boundaries are appropriate in friendships
- The concept of privacy and the implications of it for both children and adults
- That each person's body belongs to them
- Appropriate touch and inappropriate touch
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to get advice e.g. family, school and/or other sources.

**The following areas will be taught as part of Health Education (link to PSHE Policy):-**

- Mental health
- Internet safety and harm
- Healthy eating
- Physical Health and fitness

- Drugs, alcohol, and tobacco
- Health and prevention
- Basic first aid (taught in Year 5)
- Changing adolescent bodies

### 3. **Sex Education**

Sex education will be taught at Holy Trinity in line with the guidance from the PSHE association. This includes in each key stage:

#### Key Stage 1 –

- To name the main parts of the body including external genitalia (e.g., vulva, vagina, penis, testicles)
- To learn about the NSPCC Pants rule

#### **Key Stage 2 –**

- To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.
- About the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections, and wet dreams)
- About the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for.
- About where to get more information, help and advice about growing and changing, especially about puberty

These areas are taught in an age-appropriate way by a child's class teacher. Children are given the opportunity to ask questions which are answered if the teacher believes it is age-appropriate to do so. If not, the question can be passed onto parents.

### 4. **Parental right to withdraw a child from sex education**

**In line with the** Relationships Education, Relationships and Sex Education (RSE) and Health Education (2020), parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request, the headteacher will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. This will be documented, and a record kept.

Parents may not remove their child from any statutory learning linked to the Science Curriculum in Years 2 and 5 where the following objectives are statutory: -

- **In Year 2**, children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs.
- **In Year 5**, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty, including periods.

## **5. How Relationship Education will be taught**

All lessons will be led by the class teacher and when possible both male and female staff will be available if children feel more comfortable talking to the same sex member of staff.

In each year group the class teacher uses a variety of resources to support the delivery of the programme. These have been recommended by teachers and health professionals, and these resources are specifically designed for primary children. There will be follow-up sessions to provide further opportunity for questions and more detailed discussion. A box will be provided in the classroom for children to write down questions they want answered but are too embarrassed to ask, these will then be addressed during the sessions and answered if they are appropriate for all children. The teacher may speak to children individually if she/he feels it is more appropriate. Questions will be answered if they are age appropriate.

Resources being used to teach RSE at Holy Trinity:

- GHLL – Scheme for Relationships & Sex Education
- Facts 4 Life programme
- Partnership for Children – Skills for life programme
  - Zippy (KS1)
  - Apple (Years 3 & 4)
  - Passport (Years 5 & 6)

### **Working with other members of the community**

The Class teacher will work along side the school nurse, Local advisors from both GHLL and Facts4Life, the E-Safety subject leader and RE subject leader to discuss issues of mutual concern and interest, to keep the policy and curriculum up to date. Also, contact will be made if any concerns are apparent whilst delivering the Relationships programme.

### **Working with parents**

Parents will be informed yearly about the school's proposals for specific relationships and sex education. An overview and letter explaining the content will be sent home and parents will have the opportunity to discuss further with staff. Where parents wish to withdraw a child from sex education (other than that provided within the National Curriculum Science Order), they should contact the Headteacher.

### **Confidentiality and safeguarding children**

The school follows the County Council Guidelines relating to suspected child abuse. Confidentiality will be always respected unless it is in the interests of the child for other parties to be informed. In these cases, the 'Designated teacher for Safeguarding will be informed.

## **6. Guidance from the Church of England Education Office**

All schools should approach RSHE in a faith-sensitive and inclusive way. Such an approach should seek to understand and appreciate differences within and across the teachings of the faith and other communities the school serves. It should afford dignity and worth to the views of pupils from the faith and other communities represented in the school as part of ensuring that the Equality Act of 2010 is applied in the school. It should recognise that there is no hierarchy of protected characteristics in the Equality Act and that sometimes different protected characteristics can be in tension as they cannot necessarily be equally protected at all times.

#### **7. Monitoring and evaluation of Relationship Education**

Staff and pupils are involved in evaluating work mainly through discussion and observation. The Relationships and sex education Policy will be regularly reviewed by staff in collaboration with parents and governors where necessary. The effectiveness of the policy will be monitored by the SLT and Governors. A copy of the policy is available in school and on the website. Any proposed amendments will be made in consultation with parents, governors, and staff.

We believe that the best interests of pupils and their parents will be served by the sensitive consideration of matters relating to health and relationships. Parents should feel free to contact the school on any issue of concern to them or their children.