



HOLY TRINITY

Church of England Academy

Relationships and Sex Education (RSE)

Mission Statement:

Holy Trinity CE Academy strives to attain excellence in all aspects of school life. We endeavour to develop the potential of each individual intellectually, physically, spiritually, socially and emotionally, within a secure, caring community, whose members seek to live by Christian values.

Rationale:

This policy states the aims and intentions of Holy Trinity CE Academy in the Relationships and Sex Education Curriculum.

Relationships and Sex Education at Holy Trinity CE Academy is provided as part of each child's entitlement to a broad and balanced education contributing to their spiritual, moral, social and cultural development. The governors have ensured that the programme for sex education is well balanced and coherent and reflects the age and maturity of the pupils.

Sex and Relationships Education is taught in accordance with the DfES Guidance 2000 and the non-statutory guidelines of the Durham Diocese.

Definition:

The school agrees that:

'It is a 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. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching' (DfES Guidance 2000).

As part of sex and relationships education, pupils should be taught about the nature and importance of marriage for family life and the bringing up of children. But the governors recognise that there are strong and mutually supportive relationships outside marriage. Therefore pupils should learn the significance of marriage and stable relationships as the key building blocks of community and society. Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstance.

Pupils need also to be given accurate information and helped to develop skills, values and attitudes to enable them to understand difference and respect themselves and others and for the purpose of preventing and removing prejudice.

Principles:

With Holy Trinity CE Academy the Christian ethos provides the context within which all personal development takes place. This means that Christian values and attitudes with the emphasis on the importance of marriage, the family and stable relationships to build a child's self-esteem, self awareness and a sense of moral responsibility will permeate all the curriculum – both explicit and 'hidden'.

Objectives:**Attitudes and values**

- learning the importance of values and individual conscience and moral considerations
- learning the value of family life, marriage, and stable and loving relationships for the nurture of children
- acceptance of same sex unions as also offering stable, loving and committed relationships for bringing up children
- learning the value of respect, love and care
- Commitment, trust and love within relationships
- Respect for rights and responsibilities in relationships
- Understanding diversity regarding religion, gender, culture and sexual orientation
- Working to eliminate intolerance and discrimination based on sexual orientation,
- disability, ethnicity, religion, and gender
- Acceptance of difference and diversity
- Promoting gender equality, challenge gender stereotypes and inequality and promote equality in relationships
- exploring, considering and understanding moral dilemmas
- developing critical thinking as part of decision making

Personal and social skills

- learning to manage emotions and relationships confidently and sensitively
- developing self respect and empathy for others
- learning to make choices based on an understanding of difference and with an absence of prejudice
- developing an appreciation of the consequences of choices made
- managing conflict
- learning how to recognise and avoid exploitation and abuse

Knowledge and understanding

- learning and understanding physical development at appropriate stages
- understanding human sexuality, reproduction, sexual health, emotions and relationships
- be aware of sources of help and acquire the skills and confidence to access advice and support if necessary

Aims for RSE**To enable children to:**

- Develop the confidence to talk, listen and think about feelings and relationships
- Make and maintain friendships

- Understand the importance of respect, responsibility, love and care in relationships
- Understand and respect different types of families, including families with same sex parents
- Develop positive attitudes about growing up
- Explore their own and other people's attitudes and values
- Challenge and prevent discrimination based on sexual orientation and gender
- Prevent sexist, sexual, homophobic and transphobic language and bullying
- Challenge gender stereotypes and inequality and promote equality and respect in relationships
- Know the correct biological names for the parts of the body, including the male and female reproductive parts
- Know and understand about emotional, social and physical changes at puberty
- Know and understand about reproduction
- Know about human sexuality
- Discuss their concerns and correct misunderstanding they may have gained from the media and peers
- Keep safe online and offline
- Recognise when something is risky or unsafe
- Know where and how to seek information and advice when they need help

Management:

Accountability for the implementation of the Relationships and Sex Education Policy lies with the governing body of the school.

Governors recognise the need for the school to provide a coherent, well balanced programme of relationship and sex education which reflects the age and maturity of the pupils and the particular needs of both boys and girls. Parents are regarded as the primary educators of the delivery of relationship and sex education and we aim to work with them in partnership and they will be consulted and kept fully informed about the programme. Management of the policy will be by the Head Teacher.

Withdrawal:

Parents have the right to withdraw their children from those aspects of sex education that are not part of the National Curriculum. If there are parents who exercise this right, care will be taken to ensure that they are informed of not only when Sex Education is being provided for the other pupils in their children's classes or year groups, but also what ground is being covered. This is so that they may be prepared for questions they may be asked as a result of informal peer group discussion outside the classroom.

Organisation and Content of Relationships and Sex Education

The delivery of Relationships and Sex Education at Holy Trinity is through its PSHCE programme, RE and Science lessons. Much of the sex and relationship education at Holy Trinity takes place within PSHCE lessons. Teachers generally deliver the PSHCE curriculum with support from professionals where appropriate. School staff are usually the best people to work with the pupils on many of the SRE topics as they are aware of each pupil's individual circumstances. SRE lessons are set within the wider context of the PSHCE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also taught as part of National Curriculum Science. The PSHCE Programme and Science National Curriculum are taught in every year. The specific programme used for the teaching of Relationships and Sex Education is the Lucinda and Godfrey programme. The resource is based on two characters Lucinda and Godfrey who begin nursery school together. It follows them through their primary school and considers the physical and emotional changes children face during this period. Staff will adapt this to suit the individual needs of pupils.

Foundation – 'We are all different.' Considers differences between girls and boys including body parts and the correct names.

Year1 – 'Exploring friendship and trust'. Deals with both concepts and how early friendships develop.

Year 2 – 'Keeping Clean'. The 'Smell Monster' helps the children look at personal hygiene and consideration of others.

Year 3 – 'Your feelings your choice'. Looks at safety and personal boundaries, who to tell and decision making.

Year 4 – 'Keeping safe'. Deals with peer influence and who to talk to. Introduces the concept of 'risk' and taking responsibility.

Year 5 – 'Growing and changing'. Physical and emotional changes as puberty begins.

Year 6 - 'Growing and changing'. Changing relationships, reproduction, contraception. Begins to take account of questions/issues children may ask in relation to what they hear about in every day life.

Holy Trinity C.E. Academy has also adopted the use of the KIDSAFE programme, which will be delivered throughout the school, by the trained tutors. This will focus on the Safeguarding aspect of Relationships and Sex Education. It enables pupils to be given a voice to express any issues, with the support of a puppet KS.

Educational Framework for the Delivery of Sex and Relationships Education:

1. Commitment, promise, trust, security

The school ethos is such that:-

School policies and reality show a commitment to building self esteem, modelling conflict resolution, protection of the weak, justice and compassion. Mutual respect and trust are central to all relationships within the school.

Foundation Stage

Key curriculum issues:

- myself – recognise and explore their own feelings
- my friends – establish effective relationships with other children and adults
- special people to me – recognise and respond appropriately to key figures in their lives
- belonging – understand their important place within their family and class groups
- our living world – care for and respect living things, plants and animals

Indicative vocabulary

Happiness, sadness, special, friendship, love, belonging, trust, please, thank you, sharing

Key Stage 1

Key curriculum issues:

- special people to me – recognise and respond appropriately to people at home and school whom they can trust
- belonging – understanding their responsibilities within the groups they have joined or belong e.g. Rainbows, Beavers, the Church
- my special things – understand why some things are special or precious: how to trust precious things, how to look after things
- celebrations – baptisms, joy of new baby and its welcome and care
- weddings – joy of marriage, hopes for the future, lifelong commitments

Indicative vocabulary

Love, forgiveness, trust, security, friendship, relations, husband, wife, siblings, cousins, etc. promise, honesty, belonging

Key Stage 2

Key curriculum issues:

- commitment and promises – responsibilities and rights within the groups to which they belong e.g. teams, choirs, group activities
- ceremonies/commitment – understanding the importance and implications of commitment in baptisms, coming of age ceremonies and weddings, and meaning of symbols
- Christian marriage (and any other faith in syllabus)
- Beliefs and practices emphasising the importance of support and witness to friends and community

- Beautiful world, wonderful God – reflections on the natural world and its wonders. How it should be cared for along with its people. The miracles of reproduction and multiplication
- Faith leaders – the teachings of Jesus (and those prescribed by the syllabus) on relationships, justice, forgiveness and fulfilment

Indicative vocabulary

Loyalty, tolerance, hope, commitment, patience, respect, dependability, abuse, compassion, compromise, security, justice, exploitation, perseverance, equality

2. Friendship, Companionship, Nurture, Comfort

The school ethos is such that:-

There is an atmosphere where feelings and good and bad experiences are shared and taken seriously; where values such as forgiveness and love are discussed and lived out; where community activities and group activities are pleasurable and rewarding and participants of all ages are able to enjoy each other's company.

Foundation Stage

Key curriculum issues:

- myself – recognise and explore their own feelings
- my friends – establish effective relationships with other children and adults
- special people to me – recognise and respond appropriately to key figures in their lives
- belonging – understand their important place within their family and class groups
- our living world – care for and respect living things, plants and animals

Indicative vocabulary

Happiness, sadness, special, friendship, love, belonging, trust, please, thank you, sharing.

Key Stage 1

Key curriculum issues:

- special people to me – recognise and respond appropriately to people at home and school whom they can trust
- belonging – understanding their responsibilities within the groups they have joined or belong e.g. Rainbows, Beavers, the Church
- my special things – understand why some things are special or precious: how to trust precious things, how to look after things
- celebrations – baptisms, joy of new baby and its welcome and care
- weddings – joy of marriage, hopes for the future, lifelong commitments

Indicative vocabulary

Love, forgiveness, trust, security, friendship, relations, husband, wife, siblings, cousins, etc. promise, honesty, belonging

Key Stage 2

Key curriculum issues:

- belonging / not belonging – choosing allegiances, making friends, what happens then things go wrong, reconciliation
- care for and respect for living things – plants, animals, siblings, friends
- my senses – listening to each other, exploration of touch

- belonging – understanding their importance and the importance of others to the groups to which they belong – particularly families
- special people – recognise and respond appropriately to people who help them in their lives
- citizenship – relationships, charity work, disability awareness, local communities

Indicative vocabulary

Forgiveness, companion, neighbour, compromise, joy, allegiances, comfort, discomfort, appropriate behaviour, rights, responsibilities, loneliness, hurt, generosity, sincerity, dependability, humour, loyalty, honesty.

3. Children

The school ethos is such that:-

School systems encourage older pupils to help with the learning and play of younger pupils e.g. School Buddies.

Foundation Stage

Key curriculum issues:

- looking after myself – looking after others
- recognising and naming my feelings – recognising the feelings of others
- keeping safe – how do we keep ourselves safe?
- feeling happy and feeling sad – what makes us feel good?

Indicative vocabulary

Love, brother, sister, parent, hurt, sharing, honesty

Key Stage 1

Key curriculum issues:

- my life – babies and new life: the wonder of birth and development; the vulnerability of babies
- what do babies and young children need? Love, stability, care, etc
- keeping safe – appropriate behaviour
- recognise – places and people that keep them safe and reflect on how they should respond
- the difference between needing and wanting

Indicative vocabulary

Parent, love, patience, discipline, care, safety, sharing, helpfulness, joy, good manners, co-operation, honesty

Key Stage 2

Key curriculum issues:

- our living world – care and respect for living things, particularly vulnerable or younger
- practical experiences of supporting and playing with younger pupils – developing resources and play activities

Indicative vocabulary

Care, nurture, safety, role models, guidance, sympathy, generosity, loyalty, consideration, good manners.

4. Sex/Physical Relationship

The school ethos is such that:

The school has clear policies on Equal Opportunities and Anti-Bullying that are adhered to by all the adults in the school community. Good role models are provided for pupils. Positive relationships between staff are modelled and the same approach is nurtured amongst pupils.

Foundation Stage

Key curriculum issues:

- the living world – exploration of the wonder of creation
- new life – birth and development, parents and babies
- ourselves and our bodies – eating, sleeping, breathing, going to the toilet

Indicative vocabulary

Touch, see, hear, smell, taste

Key Stage 1

Key curriculum issues:

- myself – physical development, what can I do now that I could not do when I was 3, 4, 5?
- Looking after our bodies – how do we use them with care, enjoyment in physical activity, not using strength to hurt others

Indicative vocabulary

Language of sensory experience and activity

Key Stage 2

Key curriculum issues:

- ourselves – physical growth, the importance of food and diet, exercise and activity, sports and challenge
- genetic influences on physical features – who am I like? Family characteristics/similarities
- variety and difference in physical appearance and capability
- how we can help ourselves – looking after our bodies – keeping clean and well-groomed – healthy eating – building up strength and fitness. What happens when we get it wrong – eating disorders and obesity
- sex education – changes at puberty, physical, emotional
- adulthood – what is 'grown up'? Changing relationships
- moral issues and core values
- sex in loving marriage relationship

Indicative vocabulary

Abuse, honesty, dignity, self-control, self-discipline, self-respect, consent, coercion, sexuality.

Use of visitors:

Holy Trinity CE Academy has excellent links with Health Care professionals whose expertise can be drawn on for help when delivering sex education. When inviting outside professionals into school to contribute to Relationships and Sex Education the head teacher and governors ensure that they are sympathetic to the Christian ethos in which this education takes place. They will have sight of this policy.

Inclusion

Ethnic, Cultural and Religious Groups

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents /carers to discuss any concerns with the Head teacher.

Pupils with Special Needs

We will ensure that all pupils receive sex and relationship education, and we will offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support. Pupils, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

Confidentiality and Safeguarding

It should be made clear to pupils that all adults in school cannot guarantee absolute confidentiality. This should be made clear when forming the class Ground Rules. Any child who speaks to the Child Well-Being Officer will be reminded of the confidentiality agreement. It will be made clear that any disclosures may be passed on to relevant adults if there is concern about the safety of the pupil. The confidentiality agreement is clearly displayed in the Quiet Room.

Health professionals in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse.

Monitoring and Evaluation of Sex and Relationship Education

It is the responsibility of the Head teacher/ Leadership Team to oversee and organise the monitoring and evaluation of PSHCE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHCE programme will be treated as a subject and will be involved in a yearly monitoring and evaluation exercise led by the Leadership Team.

The Governing body is responsible for overseeing, reviewing and organising the revision of the sex and relationship education policy and curriculum.