

HOLY TRINITY PEWLEY DOWN

A Federation of Holy Trinity Junior & Pewley Down Infant Schools, Guildford

Relationship and Sex Education POLICY

Relationship and Sex Education (SRE) is only compulsory from year 7 onwards. However, maintained primary schools are required to teach the elements of sex education contained in the science curriculum. SRE is part of the PSHE curriculum and is not a stand-alone subject.

The SRE guidance document (2000) says:

“Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity”.

AIMS

At HTPD Relationship and Sex Education will be taught within a family orientated and Christian framework, underpinned by our school's values.

Knowledge

We will teach children about:

- The physical development of their bodies as they grow into adults
- The way animals and humans reproduce
- Respecting their bodies and the importance of sexual activity as part of a committed, long term and loving relationship
- The importance of marriage and family life
- Moral questions and relationship issues and the importance of healthy adult relationships
- Respecting the views of other people

Attitudes

We will endeavour to:

- Help children acquire caring and responsible attitudes to sex and relationships
- Assist children in understanding themselves and their own development
- Promote self-confidence and self-esteem
- Promote a considerate attitude to others, showing sensitivity and understanding
- Ensure relationship and sex education will be sensitive to the circumstances of all children and family dynamics, whilst also upholding the Christian values regarding relationships and marriage

Principles

Relationship and sex education will be based on the following principles:

- It will include learning about physical and emotional development
- It will be part of a wider social, personal, spiritual and moral education process
- Children will be taught to have respect for their own and other people's bodies
- Children should learn that it is important to build positive relationships that involve trust and respect
- Children need to be made aware of responsible use of the internet and all forms of technology in order to respect the well being and integrity of themselves and others

APPROACHES

A RESPONSIVE APPROACH: Responding to questions when they arise. This method is used throughout the school. Children's questions are answered honestly and in whatever detail is felt appropriate, sometimes in a group/class, sometimes independently. Children are able to approach teachers for answers to relationship and sex education matters. This however forms only a part of the approach and, alone, would be insufficient. If subject matter is deemed inappropriate, children will be directed to parents/carers

A SUBJECT SPECIFIC APPROACH: This forms part of the science curriculum in each year group. The programme is carefully planned and is geared to teaching the necessary knowledge, whilst giving children the opportunity to build positive attitudes and behaviour. It allows for discussion and is closely linked with information to parents. Information is given to parents before the teaching takes place and in some cases there will be opportunities to view material that is to be used.

CURRICULUM CONTENT

Foundation stage and KS1

The subject is taught through PSHE, Circle Time and self esteem groups. We also teach the subject through science and PE which we feel contributes to the children's understanding of their own bodies. We teach the children how animals, and humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other and the importance of healthy relationships.

Year 3

There is a big emphasis on building relationships. A great deal of time is spent on how to make friends. How do we cope with friendship difficulties? How can we look after and include each other? How can we have positive healthy relationships? We talk about forgiveness, kindness, empathy and tolerance. In science we look at the human body; the skeleton, bones, muscles, digestive system etc. We work on healthy diets and healthy lifestyles. We also look at teeth and how we look after our teeth. As in all year groups, we spend a great deal of time on how we can keep safe in and out of school.

Year 4

Relationship and sex education, has a focus on growing up and forms part of the summer term topic which has a strong science focus.

- In the latter part of the year this is dealt with as a specific subject through the Living and Growing resources. The children learn about the differences between boys and girls and the changes in their bodies as they approach puberty and become adults. The programmes are followed by discussion between children and teacher, when questions are answered sensitively and honestly. The focus is on the changes that occur to your body as you grow up, and on developing an accurate factual knowledge and appropriate vocabulary.

Year 5

- During the Summer term, there is a recap of what children have learnt in year 4, especially how the body will start to change which is particularly relevant to girls as their bodies may already be starting to change. There is also a strong focus on the relationships between boys and girls and how this may change as they grow up and develop.
- Self-respect and respecting others, peer pressure, and what makes a strong and lasting friendship are also important areas covered in Year 5. These are mainly covered in the summer term however they may well be discussed as and when necessary earlier in the year.

Year 6

During this year the children study a science based topic called 'It's A Wonderful Life' which draws in a wide range of ideas:-

- Parts of the body and their function
- Personal hygiene
- Fitness
- Health hazards
- Family and friends
- Diet

Relationship and sex education are focused on during the term. The backbone of the course is a series of programmes called 'Living and Growing'. The emphasis is on change, coping with the future, attitudes to the opposite sex, sexual characteristics, puberty and parenthood. Once the factual side has been established the programme follows a real family through conception, birth and integration into family life.

Sexual relationships are seen as very special and not to be entered upon lightly, they are most appropriate within the context of a permanent loving relationship and that Christians (as well as people of other faith groups) believe that it should be within marriage (this area would be covered with great sensitivity to individual children's home circumstances).

Discussion work after the programmes enables the teachers to bring out the caring and responsible attitudes, reinforce the factual information and prepare the children for the physical and emotional changes they will all face. There will be an opportunity for separate discussions for boys and girls with a teacher of their own sex. There is also a question box so children can ask questions they may not wish to ask during discussion time. Throughout, there is a positive attitude and encouragement towards sensitivity towards others.

Other areas covered include: personal hygiene, family relationships and friendships and changes within these, peer group pressures, the physical and emotional changes in pre-adolescence and gender roles. Other sensitive issues such as divorce, homosexuality, abortion and contraception could be discussed as a response to individual questions, and on occasions, a child or children may also be encouraged to talk to their parents about these matters.

We try to ensure that all discussions are open and honest but are encompassed within a caring and Christian framework. At all stages pupils are encouraged to consider, not only their own feelings, but the feelings of others who may be involved.

Other opportunities may also arise when a particular issue is brought up by a pupil, either because of a personal experience or, because of a current news item and these are always followed up as soon as it is appropriate to do so. Likewise, individual questions and worries are dealt with sympathetically so that pupils feel that there is always someone willing to listen. (At times we are alert to the possibility of some areas of discussion causing distress to pupils and deal with this, accordingly).

SENSITIVE ISSUES

Contraception:

This is referred to on the Living and Growing DVD and if questions are asked by children, there will be answers given to explain that measures can be taken to avoid pregnancy. And that contraception can lessen the danger of Sexually Transmitted Diseases, including AIDS.

Homosexuality:

Although there will not be specific discussion about homosexuality in the programmes, it is likely to crop up in general discussion. Above all it is important that peoples' individual sexuality is treated with respect and kindness.

Abortion:

This might feature in general discussion with older children within a framework of what the law is and an awareness of different viewpoints including the Pro-Choice and Pro-Life viewpoints.

HIV, AIDS and Sexually Transmitted Diseases:

The main factor involved here will be taking the opportunity to provide accurate information and to dispel myths. We will teach about the dangers associated with AIDS and HIV.

Child Abuse:

This will be dealt with in specific terms with children throughout the school and will cover their right to say "No" and what is acceptable and non-acceptable touching. They will also be told about laws which protect them. Children are also encouraged to speak individually to any member of staff about any personal worries in this area.

Masturbation:

Male masturbation is also referred to on the video material and will come up in discussion. We will teach that it is normal and acceptable for all.

Review

The Governing Body of HTPD first adopted this policy in 2010. It will be reviewed biennially by the Governing Body and will be revised as often as may be required

Date last reviewed: June 2017

Date for next review: December 2018

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Signed:

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Learning Committee