



Sex and Relationship Policy – June 2012

All School must have a SRE policy whether or not they teach the mechanisms of puberty and human sexual reproduction.

1 Sex and Relationship Education

In Trinity First School, we believe in the importance of education for the development of the whole child. Sex and Relationship Education (SRE) gives the children the opportunity to develop physically, morally and emotionally within the safe and caring environment of our school, **and as a first school our work focuses on relationships not the mechanics of sexual reproduction and puberty. These themes are usually part of year 5 and 6 schemes of work.** We focus on understanding of the importance of family life, stable and loving relationships, respect, love and care. Sex and Relationship Education is therefore part of our PSHE, Science and SEAL curriculums.

Parents would normally have the right to withdraw their children from SRE lessons that fall outside those aspects covered in the National Curriculum science, SEAL and PHSE lessons. However all of our SRE falls within these subjects. Therefore Trinity parents do not need to be offered that right.

At Trinity First School, SRE is enhanced by a supportive school ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment which is conducive to learning. Opportunities exist throughout the curriculum for promoting SRE, which will be taught through facts, rather than opinions.

- Develop attitudes and values.
- Learn the importance of respect, love and care.
- Learn the value of commitments, family life and loving relationships.
- Develop confidence in talking, listening and thinking about feelings and relationships.
- Develop the confidence to articulate choices.
- Learn to manage emotions and relationships confidently and sensitively.
- Learn to make choices based on information..
- Have an appreciation of the consequences of choices made.
- Learn to protect themselves and ask for help and support.
- Learn to take responsibility for their own personal hygiene and personal Well-being.

2 Schemes of Work

Foundation stage

In Reception, SRE is taught through PSHE, Circle Time and through Science topics covered during the year. As the Reception class is part of the Foundation Stage, we relate SRE to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for our children aged 4 and 5 years.

The children explore

The correct names for basic external body parts (other than sexual)
The basic life cycle of living things
'Good' touches and 'bad' touches – appropriate physical behaviour

KS1 and KS2

In KS1, SRE is taught through PSHE SEAL resources and through the Science QCA schemes of work, on a two year teaching cycle. These units are adapted in line with other curriculum areas. This provides opportunities to consolidate previous learning and to teach new skills.

The children explore

The correct names for external body parts (other than sexual)
The life cycle of living things
Fertilisation in living things (ie: plants)
The importance of loving, caring relationships, including cuddling and Kissing with the right people
'Good' touches and 'bad' touches – appropriate physical behaviour.

Possible theme – In the summer of year 4 girls may have sessions relating to puberty and the menstrual cycle. (If this is included we will need to revise parent 'opt out' in this policy and plan for parent to have prior sight of the material to be used)

3 Approaches to teaching and learning

Trinity School helps young people to develop confidence in talking, listening and thinking relationships and all staff will be involved. Our preferred practice is for class teachers to teach SRE elements in PHSE, SEAL and Science sessions.

A number of **teaching** strategies help this, including:

- Establishing ground rules with pupils
- Using 'distancing' techniques
- Knowing how to deal with unexpected questions or comments from pupils
- Using discussion and project learning methods and appropriate materials
- Encouraging reflection

To facilitate pupils **learning** in SRE:

- The purpose of each lesson is made clear
- Appropriate learning experiences are planned and meet the needs of all the pupils in the class
- Learning experiences draw on pupils' own experiences or existing knowledge and provide a range of opportunities for pupils to learn, practise and demonstrate skills, attitudes and knowledge.
- Time is given for pupils to reflect and consolidate their learning
- Pupils are encouraged to take responsibility for their own learning
- Attention is given to developing a safe and secure classroom climate

4 Monitoring, Evaluation and Development

It is the role of the Headteacher and governors to monitor and evaluate the SRE curriculum throughout the school. The science, PHSE and SEAL subject leaders may have a role. We monitor and evaluate the curriculum in the following ways:

Monitoring teachers planning and records

Feedback from parents and pupils

Informal lesson observation

5 Inclusion

We aim to meet the needs of all our children by treating them differently. We promote the individuality of all our pupils, irrespective of ethnicity, attainment, age, disability, gender or background. Children with specific special educational needs will be taught using an appropriately differentiated programme. This will be developed following advice from their specialist teacher and in conjunction with their parents.

6 Working with Parents

Trinity First Primary School seeks to work in partnership with parents to provide effective SRE. Our open door policy allows parents to discuss their views and concerns with the school. Parents need to know that the school's SRE programme will complement and support their role as parents and that they can be actively involved in the determination of the school's policy.

7 Policy Review

This policy will be reviewed in line with the governor's policy review cycle.