



Trinity First School

Living together in a caring community
Learning together to gain knowledge and
grow in wisdom

Being together with dignity
Believing in each other to inspire hope

Flourishing Together

Relationships and Sex Education Policy 2018

This policy should be considered as part of the overall strategy of the school and operated within the context of our vision, aims and values as a Church of England School.

Rationale

At Trinity First School we believe that effective Relationships and Sex Education (RSE) is essential if our pupils, as they grow, are able to make responsible and well informed decisions about their lives. We teach RSE as part of the Personal, Social, Health Education (PSHE) element of the curriculum, and where appropriate within science and PE lessons. This enables us to present RSE as part of a child's full and rounded development. As a First School, we do not explicitly cover puberty or sexual issues which are taught in later Key Stage 2, and Key Stages 3 and 4.

Moral and Values Framework

Relationships and Sex Education (RSE) is lifelong learning about relationships (family and friends as well as sexual relationships), emotions, sex, sexuality and sexual health. Relationships and sex education at Trinity First School will reflect the values of our Church school ethos and our status as a First School. RSE will promote self-esteem and emotional health and well-being and help children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.

Aims for Relationships and Sex Education

The overarching aim of RSE is to provide children with age-appropriate information to enable them to explore attitudes and values and to develop skills in order to empower them to make positive decisions.

We aim for each child to:

- Have the knowledge and information to which all pupils are entitled
- Have confidence and self-esteem to value themselves and others
- Understand about a range of relationships, including the importance of family life for the care and support of children
- Develop skills (language, decision making, choice, assertiveness) which enable them to be part of safe, effective and meaningful relationships
- Develop confidence in talking, listening and thinking about feelings and relationships
- Be able to recognise unsafe situations and to know how to ask for help and support
- Develop skills for a healthy, safe lifestyle
- Develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- Respect and care for their bodies
- Be able to name parts of the body and describe how their bodies work
- Understand the consequences of their actions and behave responsibly within relationships

RSE Curriculum Coverage

We teach the following as part of the statutory National Curriculum for Science. Parents do not have the right to withdraw their child/children from statutory coverage.

The National Curriculum Science Curriculum coverage is as follows:

Key Stage 1 (Years 1 and 2)

- To know and understand that animals including humans, move, feed, grow, use their senses and reproduce.
- To recognise and compare the main external parts of the bodies of animals, including humans.
- To know and understand that humans and animals can reproduce offspring and these grow into adults.
- To recognise similarities and differences between themselves and others.
- To treat others with sensitivity.

Lower Key Stage 2 (Years 3 and 4)

- To know and understand that the life processes common to humans and other animals include nutrition, growth and reproduction.
- To know and understand the main stages of the human life cycle.

Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs or disadvantage. It is our intention that all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development with differentiated provision if required.

In addition to the National Curriculum, Trinity First School also covers the following in each key stage:

EYFS and Key Stage 1

Through work in science children learn about the concept of male and female and about young animals. They learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. In PSHE and RE, they develop skills to form friendships and develop their understanding of themselves and their relationships with others. They reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety. They begin to learn about the importance of personal hygiene to maintain good health.

Children learn about the importance of personal hygiene to maintain good health.

Lower Key Stage 2

In science children build on their knowledge of life cycles. In RE and PSHE, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and

feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

At all Key Stages, RSE should focus on the development of skills and attitudes not just the acquisition of knowledge.

An agreement exists across Frome Learning Partnership (FLP) schools whereby FLP Middle schools teach pupils about how their bodies will change during puberty, sexual relationships and sexual health in the context of an appropriate relationship. These aspects of RSE are not covered in First Schools.

The organisation of RSE

The headteacher is the designated teacher with responsibility for coordinating sex and relationship education. It is the headteacher's responsibility to ensure that all members of staff are given sufficient training to enable them to teach this area of the curriculum effectively and handle issues with sensitivity and due regard to the age and stage of development of pupils involved.

Staff teaching RSE will do so without their teaching being influenced by their own personal beliefs and attitudes. RSE lessons are conducted in a sensitive manner and in confidence and usually delivered by staff with whom pupils are very familiar. On occasion, it may be appropriate for an outside visitor, such as the school nurse, to deliver an aspect of RSE to complement the teaching delivered by school staff. A range of teaching methods which involve children's full participation are used to teach relationships and sex education. These can include use of media clips, discussion and circle time, drama and role-play. Relationships and sex education is usually delivered in mixed gender groups at Trinity First School.

Teachers endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

Child Protection

Teachers are aware that effective relationships and sex education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue such as a child making reference to being involved in a sexual activity. The staff member will inform the Designated Child Protection Lead in line with the Local Authority procedures for safeguarding.

Child protection concerns override all other considerations, including confidentiality.

Monitoring and Evaluation

Monitoring is the responsibility of the head teacher and governors.

Signed: *Amanda Seager*

Role: Headteacher

December 2018