

# HOLY TRINITY C of E SCHOOL, East Finchley



*High Standards Together*

*'At Holy Trinity School we promise to provide opportunities for every child to be the best that they can be.*

*We aim to create a happy and secure Christian environment in which children can grow in confidence and independence.*

*We strive for excellence in teaching and learning to achieve high standards together.'*

## Personal Relationships and Sex Education Policy

Target Audience	All staff, parents, Governors
Committee	CPC
Curriculum / non curricular	Non curricular
Associated Policies / Documents	
New Policy or Review of existing policy.	Annual Review
Date of Submission	October 2018
Date for Review	October 2021
Reviewed	Every 3 years
Date ratified by Governors	November 2018

## Rationale

Relationships and Sex Education is a broad term which focuses on helping children understand the responsibilities involved in forming healthy relationships. The acquisition of knowledge about the processes of reproduction is only one element as part of a broad and balanced relationships curriculum.

At Holy Trinity we understand the definition to include all the teaching and learning which leads pupils

- to begin to understand the responsibilities involved in relationships;
- to cope with the physical changes and emotional aspects of growing up;
- to develop skills to enable informed choices to be made;
- to be aware that individuals are in charge of and responsible for their own bodies;
- to promote self-esteem and a respect for others;

Our approach to Religious and Sex Education is driven by the Christian ethos of the school, which holds that sex is rooted in vital, healthy and loving relationships, and takes seriously the inherent dignity of each human being.

## Aims

1. To understand the value of family life, the implications of parenthood and the needs of the very young.
2. To respect the varied cultural and religious rituals and customs relating to birth, puberty, marriage and death.
3. To begin to develop personal qualities such as listening skills, assertiveness and the ability to make informed choices.
4. To promote the personal and social development of all pupils, so that they acquire respect for themselves and for others and they accept responsibility for their actions towards themselves and others.
5. To fulfil the above aims in a way that does not discriminate against a child on the grounds of ethnicity, gender, age, religion or special educational needs.
6. To enable pupils to understand the biological facts related to human growth and change, including reproduction, appropriate to their age and experiences.
7. To provide pupils with suitable vocabulary for the human body and bodily functions, so as to provide a forum in which knowledge can be acquired without embarrassment.
8. To help pupils to accept and cope positively with variation in the rates of physical and emotional growth of themselves and of others, delivered in a way appropriate to their age and development.
9. To understand that change is part of the life cycle and to acquire the skills to adjust to these changes.
10. To help children understand how to keep themselves safe from harm and to know when and how to seek help.
11. To provide a curriculum which:
  - promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
  - prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

## Curriculum Content

We follow the Barnet Schools Emotional Wellbeing and PSHE Framework for Primary Schools. This is adapted for use in Holy Trinity CE Primary School. Relationships and Sex Education is just one part of this wider framework.

### Foundation Stage

- People in my life. What they do for me and what I do for them.
- My moods - feeling happy, sad and so on.
- Friendships
- Loss and mourning - for example, a grandparent, a pet.
- Keeping safe - dangers I might come up against.
- My body and other people's bodies - similarities and differences.
- The beginning of animal and plant life.
- Growth in people, other animals and plants.
- Ageing - how we know things are alive, dead, young or old.

### Years 1

- Describe feelings to others
- Caring for Ourselves e.g. personal hygiene
- Describe different family members and ways they can help each other

### Year 2

Unit 1, programme 1, Differences from 'All About Us – Living and Growing DVD alternative version' by Channel 4 Learning.

- Differences between each other as individuals
- Differences and similarities between boys and girls
- Challenging gender stereotypes
- Male and Female Body parts including sexual organs
- Understand that a new life requires a male and a female
- Understand some choices for a healthy lifestyle

### Year 3

- Valuing individual differences
- Explain sexual differences between males and females
- Keeping Safe – being able to judge what kind of physical contact is acceptable and how to respond if it is not.
- Recognise when and how to ask for help and to resist pressure to do something that makes them uncomfortable

### Year 4

- Growing Up and how people's needs change
- How to stay safe while using multimedia with particular emphasis on privacy and when it is safe to share information about ourselves
- Describe some of the changes that happen at puberty
- Recognise and care about other people's feelings
- Understand that puberty is linked to reproduction

## Years 5

Unit 2, programme 4, Changes from 'All About Us – Living and Growing DVD alternative version' by Channel 4 Learning.

- Describe how their body and feelings will change as they approach and move through puberty
- Know when and understand why puberty takes place
- Recognise when and how to ask for advice

## Year 6

Unit 3, programme 7, How babies are made from 'All About Us – Living and Growing DVD alternative version' by Channel 4 Learning.

- What constitutes a positive, healthy relationship including those between friends and families, civil partnerships and marriage
- Describe the life process of reproduction in humans
- When is it appropriate to share information about ourselves

## Guidelines

1. Barnet Schools Wellbeing Programme will be followed from years 1 to 6 and taught by class teachers. Amy Essery (PSHE lead) will be responsible for coordinating the programme. Amy Essery and Roz Kimani (Headteacher) will be responsible for the monitoring and evaluation of the programme.
2. The range of material (books and videos) on sex and relationship education will be available for parents. General resources are kept in class libraries or borrowed from other sources when required. All resources used will be checked against the school's equal opportunities criteria.
3. The sex education curriculum will be taught in mixed classes, with opportunities for single-sex discussions with the School Nurse or teacher as appropriate.
4. The subject of HIV, Aids and other STDs is not required to be taught until Key Stage 3. Incorrect information which arises during wider discussions on keeping healthy, for example, will be corrected by teachers.
5. In answer to any questions that may arise on the subject of homosexuality, teachers should answer that some adults do choose to live in a stable, loving relationship with others of the same sex. If further information is sought, children should be encouraged to refer questions to their parents.
6. Under the Education Act 1996, pupils can be withdrawn by their parents from that part of sex education which is outside the compulsory elements contained in the Science National Curriculum. Parents wishing to exercise this right are asked to see the Headteacher.
7. In general a child's confidentiality will be maintained, unless the child is thought to be at risk or in danger, in which case the Headteacher will be informed.
8. The school has a Safeguarding Policy which is available from the Headteacher.
9. Pupils will be involved in the evaluation of the SRE programme.