



Tyrie School **Relationship & Sexual Health** **Education Policy**

The World Health Organisation defines Sexual Health as “a state of physical, emotional, mental and social well being related to sexuality; it is not merely the absence of disease, dysfunction or infirmity. Sexual health requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination and violence. For sexual health to be attained and maintained, the sexual rights of all persons must be respected, protected and fulfilled.” (1975)

Sexual health and wellbeing matters to us all, no matter where we live or what our backgrounds are. (*Respect and Responsibility Annual Report 2007*)

Why do we have a Relationship and Sexual Health Education policy?

The aim of this policy is to engage and inform parents, staff and pupils of the content of Tyrie Primary School’s Relationship and Sexual Health Education Programme.

Why do we teach Relationship and Sexual Health Education?

Sex education can be defined as a lifelong process whereby children and young people acquire knowledge and skills, and develop beliefs, attitudes and values about their sexuality and relationships within a moral and ethical framework. (*Sex Education in Scottish Schools: Effective Consultation with Parents and Carers, Scottish Executive & Learning and Teaching Scotland 2001*).

What is the ethos of our Relationship and Sexual Health Education?

National guidance recommends that schools cover the following key principles in their Relationship and Sexual Health Education:

- Sex education should be viewed as one element of health education, set within the wider context of health promotion and the health-promoting ethos of the school.

- Sex education should contribute to the physical, emotional, moral and spiritual development of all young people within the context of today's society.
- Education about sexuality and relationships should reflect the cultural, ethnic and religious influences within the home, the school and community.
- Sex education should be non-discriminatory and sensitive to the diverse backgrounds and needs of all young people.
- Sex education starts informally at an early stage with parents and carers, and continues through to adulthood both within the home and at all stages of school life.

(Sex Education in Scottish Schools: Effective Consultation with Parents and Carers, Scottish Executive & Learning and Teaching Scotland 2001)

What will our Relationship and Sexual Health Education cover?

In Scotland, all schools must take a whole school approach in order to deliver the above key principles. At Tyrie Primary School the focus from primary 1 to primary 7 will be the following experiences and outcomes set out in the Curriculum for Excellence: Health and Well Being Document:

- Pupils will be aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships
- Pupils will understand positive things about friendships and relationships but when something worries or upsets them they know who to talk to
- Pupils understand that a wide range of different kinds of friendships and relationships exist
- Pupils are aware that positive friendships and relationships can promote health and the health and wellbeing of others
- Pupils know that there are people in our lives who care for and look after us and aware that people may be cared for by parents, carers or other adults
- Pupils identify and practice skills to manage changing relationships and understand the positive impact this can have on emotional wellbeing
- Pupils are aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication
- Pupils recognise that we have similarities and differences but are all unique
- Pupils are aware of their growing body and learn the correct names for its different parts and how they work

- Pupils recognise how their body changes can affect how they feel about themselves and how they may behave
- Pupils learn what they can do to look after their body and who can help them
- Pupils can describe the physical and emotional changes during puberty, understand why they are taking place and the importance of personal hygiene
- Pupils learn about respect for their body and what behaviour is right and wrong. They know who they should talk to if they are worried about this
- Pupils learn about where living things come from and about how they grow, develop and are nurtured
- Pupils know that all forms of abuse are wrong and are developing the skills to keep themselves safe and get help if they need it
- Pupils are able to describe how human life begins and how a baby is born
- Pupils are able to show an awareness of the tasks required to look after a baby
- Pupils can describe the role of a parent/carer and the skills, commitment and qualities the role requires

(Curriculum for Excellence: Health and Well Being Outcomes, Learning and Teaching Scotland, 2009)

In addition to the above, the following themes will also be discussed:

- Physical development – e.g. menstruation, reproductive parts
- Sexual behaviour e.g. masturbation
- Contraception and safer sex
- Sexually transmitted infections
- Sexuality and gender

In order to ensure that Tyrie Primary School's Relationship and Sexual Health Education is not seen as a 'stand alone' topic, but an integrated part of the curriculum, it may be covered in other topic areas such as; reading, writing, bullying, growth and development, family roles, circle time, maths, ICT, history and in the wider PSD programme.

How will it be taught?

A variety of methods will be used, including worksheets, DVDs, class discussions, role play, one to ones, interactive CD-Roms, websites, peer education, support agency input (e.g. health professional), group work and interactive whiteboards. All lessons will be based upon the

Living and Growing resource. Unit 1 will be covered in P1-3, Unit 2 in P4-5 and Unit 3 in P6-7.

Confidentiality

This policy is linked with the schools' policy on confidentiality. Children, staff and parents should be aware of the school's confidentiality policy and be aware that there are some instances when disclosure would result in an adult passing on information, in the best interest of the child.

How will the Relationship and Sexual Health Education policy be progressed?

In order to take this policy forward, it is intended that the following actions be taken:

- publicise the policy so that staff, parents, pupils, external agencies and the wider community are aware of it
- communicate with parent groups and parent council as to enlist parental support and co-operation
- training will be provided to staff in order to increase their knowledge, skills and confidence in regards to Relationship and Sexual Health Education
- review and evaluate the impact of the policy following implementation

How can parents and carers help with their child/ren's Relationship and Sexual Health Education?

- Feedback any comments when consulted on policy
- Take the opportunity to review the school's programme and resources
- Encourage your child/ren to speak about what they are being taught in school
- Express any concerns about curriculum content to the Head Teacher

In some exceptional circumstances, parents or carers may feel it is appropriate to deal with their child's relationship and sexual health education at home. This should be discussed with Head Teacher or Class Teacher so that appropriate alternative arrangements can be made.

How will we review and monitor the Relationship and Sexual Health Education?

Reviewing and monitoring are key aspects of progressing as a Health Promoting School, and is an integral part of the work of the school.

To ensure that the Relationship and Sexual Health Education is up to date, relevant and age appropriate, pupils, parents and staff will be consulted through classroom discussions and self evaluation tools.

The policy will be reviewed every 3 years.

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