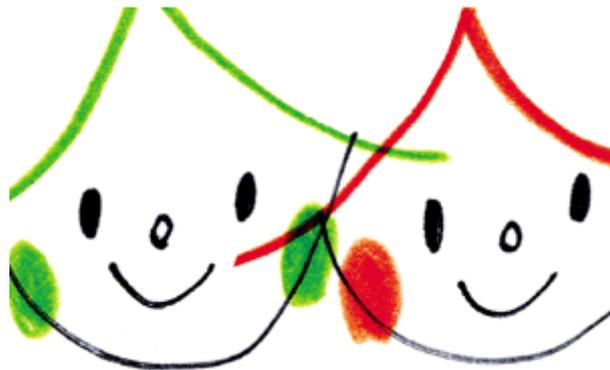




Laurel Avenue  
Community Primary School

*A Guide to  
Sex and Relationships Education  
For Parents and Carers*

*Through which children acquire the relevant knowledge and understanding, not just of the human body and how it works, but also of the social and emotional factors that influence health.*



***Sex and Relationships Education Programme***

*Our Sex and Relationships Education Programme is not just about reproduction and sexual health. It also takes into account sexuality, gender roles and responsibility. It is about enabling children to act responsibly in making and maintaining relationships with others and to feel good about themselves and the choices they make.*

## ***Why have Sex and Relationships Education?***

*At Laurel Avenue Community Primary School Sex and Relationships Education aims to:*

- ✿ Enable children to understand the processes of growth and sexual development.*
- ✿ To develop skills and the exploration of attitudes, values and emotions as well as biological facts concerned with human reproduction.*
- ✿ Promote positive attitudes towards love and sexuality.*
- ✿ Encourage children to develop an awareness of and respect for themselves and others in a fully inclusive way with regard to disability, gender, race, religion or belief, sexual orientation or gender reassignment.*

*The sex and Relationships education programme is covered within*

- ✿ Science*
- ✿ Personal and Social Education*



*...dealing with emotional, physical and social health.*

*The establishment of class ground rules, which creates an open, safe and fair atmosphere minimises embarrassment and allows children the opportunity to ask questions and discuss ideas.*

*The school nurse is involved in delivering the sex education programme. She speaks to whole classes, and also to girls on their own.*

*The Jigsaw Scheme of work is used in each class.*

*Jigsaw is a whole school approach to delivering PSHE in schools. The Changing Me and Relationships units cover Sex and Relationships Education and each year group will be taught appropriate lessons based on their age and developmental stage.*

*Please see our website for more details.*



*Great care is taken to emphasise the importance of loving relationships based on love, care and respect. Children are encouraged to appreciate the value of stable family life, including the responsibility of parenthood and marriage. Within our Sex and Relationships teaching we take proactive steps to promote respect and help children to have a greater understanding of Lesbian, Gay, Bisexual, Transgender and other (LGBT+) identities.*

*Sex and Relationship education begins in the home where children first become aware of their growing bodies and how they are kept safe and cared for. The home is also the place where children begin to explore and understand their feelings and values and how they relate to the wider world around them.*

*From an early age children are exposed to powerful and conflicting ideas about health, lifestyle and sexuality from television, magazines and their friends. Parents and schools share the responsibility for helping children to make sense of these pressures and messages.*

*Effective sex and relationship education depends on a partnership between home and school. Making this work well requires good communication, good relationships and building trust and confidence. Where this happens it will be easier to help our young people to make sound choices about their lifestyle and health.*



***A sequence for teaching sex education***

*This includes elements of the National Curriculum and Health Education matters. Although the sequence is developmental, certain themes are repeated in Class time and assemblies so that information is relevant and appropriate to the age and maturity of the children.*

<p><b><i>Class 1</i></b></p>	<ul style="list-style-type: none"> <li>★ <i>people in my life - what they do for me and what I do for them</i></li> <li>★ <i>my moods- feeling happy, sad and so on</i></li> <li>★ <i>friendships</i></li> <li>★ <i>loss and mourning (e.g. pet, person)</i></li> <li>★ <i>keeping safe - danger I might come up against</i></li> <li>★ <i>saying “No”</i></li> <li>★ <i>my body and other people's bodies - similarities and differences</i></li> <li>★ <i>the beginning of life - me, animals, plants</i></li> <li>★ <i>ageing - how we know things are alive, dead, young, old</i></li> </ul>	
<p><b><i>Class 2</i></b></p>	<ul style="list-style-type: none"> <li>★ <i>changes as we grow</i></li> <li>★ <i>different types of families and feelings in families (e.g. love, jealousy)</i></li> <li>★ <i>what helps people to get on with each other (e.g. listening/sharing)</i></li> <li>★ <i>what makes me happy?</i></li> <li>★ <i>what I like or don't like about other people</i></li> <li>★ <i>keeping safe and caring for myself; - hygiene, sleep, exercise</i></li> <li>★ <i>people who help me to care for myself</i></li> <li>★ <i>name parts of the body (external features)</i></li> <li>★ <i>inside my body - the functions of different parts</i></li> </ul>	

<p><b>Class 3</b></p>	<ul style="list-style-type: none"> <li>★ feelings - things which make me happy, sad, embarrassed, scared etc</li> <li>★ difficult situations - e.g. teasing and bullying</li> <li>★ changes in my own body and in those of others</li> <li>★ how babies begin and are born - how they grow</li> <li>★ family trees</li> <li>★ keeping safe</li> <li>★ varied lifestyles in the class and community - differences in others</li> <li>★ keeping healthy - exercise, diet, grooming, the immune system</li> <li>★ friendship - who our friends are; how we make and lose friends</li> <li>★ making decisions - influences on me</li> </ul> 
<p><b>Class 4</b></p>	<ul style="list-style-type: none"> <li>★ decision making, risk taking</li> <li>★ feelings about the future (e.g. changing schools)</li> <li>★ families and how they behave- what members expect of each other</li> <li>★ celebrations of birth, christening, puberty, confirmation, marriage and death in different cultures</li> <li>★ expressing feelings and how we can do this in an assertive way, not bullying</li> <li>★ differences and similarities in people</li> <li>★ sexuality - what is it, and what words describe it</li> <li>★ body changes in me and others - why they are happening</li> <li>★ things that go into my body that will make me well (e.g. good food and medicines when we are ill)</li> <li>★ things that go into my body that will harm (drugs that are not medicines, alcohol, cigarette smoke, poisons)</li> <li>★ messages about health and sexuality from television, films, computers and newspapers.</li> </ul> 

### ***What do I do if I have concerns?***

*If you have a particular concern about sex and relationships education being provided by the school for your child, the first thing to do is to discuss it with the Class Teacher or Headteacher. They will do all they can to respond to your concerns.*

*Parents have the right to withdraw their child from sex and relationships education lessons. However, elements of sex and relationships education are in the Science Statutory Orders of the National Curriculum and children cannot be withdrawn from this.*

*If you wish your child to be withdrawn from sex and relationships education lessons, please make an appointment to see the child's Class Teacher. Notification of withdrawal must be in writing.*