



## ***Sex and Relationships Education Policy (SRE)***

*This policy was developed in response to Sex and Relationships Education Guidance DfES 2000, the National Teenage Pregnancy Strategy and National Healthy Schools Programme and Sex and Relationships Education for the 21<sup>st</sup> Century.*

### ***The Consultation Process Has Involved:***

- ◆ *Pupil focus groups/school council*
- ◆ *Consultation at Parent Open Evenings*
- ◆ *Review of SRE curriculum content with staff and pupils*
- ◆ *Consultation with wider school community e.g. school nurse*
- ◆ *Consultation with school governors*

### ***What Is Sex and Relationships Education?***

*SRE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life regardless of disability, race, religion or belief, sex, sexual orientation or gender reassignment. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.*

### ***Principles and Values***

*In addition Laurel Avenue Community Primary School believes that SRE should:*

- ◆ *Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.*
- ◆ *Be an entitlement for all young people and to prepare all pupils for the future regardless of sexual orientation or identity.*
- ◆ *Encourage every student to contribute to make our community and aims to support each individual as they grow and learn.*
- ◆ *Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.*
- ◆ *Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.*
- ◆ *Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.*

- ◆ *Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.*
- ◆ *Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.*

*Sex and Relationships Education in this school has three main elements:*

### ***Attitudes and Values***

- ◆ *learning the importance of values, individual conscience and moral choices*
- ◆ *learning the value of relationships with friends, family, teachers and siblings*
- ◆ *learning about the nurture of children*
- ◆ *learning the value of respect, love and care*
- ◆ *exploring, considering and understanding moral dilemmas*
- ◆ *developing critical thinking as part of decision-making, i.e. the dangers of risk taking*
- ◆ *challenging myths, misconceptions and false assumptions about different behaviour e.g. use of language, the derogatory use of the term “gay”, and such forms of bullying*
- ◆ *To learn about difference and to develop and respect understanding towards others,*

### ***Personal and Social Skills***

- ◆ *learning to manage emotions and relationships confidently and sensitively*
- ◆ *developing self-respect and empathy for others*
- ◆ *learning to make choices with an absence of prejudice*
- ◆ *developing an appreciation of the consequences of choices made*
- ◆ *managing conflict*
- ◆ *empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)*
- ◆ *to encourage every student to feel positive and confident about themselves.*

### ***Knowledge and Understanding***

- ◆ *learning and understanding physical development at appropriate stages*
- ◆ *understanding human sexuality, reproduction, sexual health, emotions and relationships*
- ◆ *For pupils to learn about difference and to develop respect and understanding towards others.*

### ***Aims***

*The aim of SRE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our SRE programme aims to prepare students for an adult life in which they can:*

- ◆ *develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self esteem to value*

*themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.*

- ◆ *understand the consequences of their actions and behave responsibly within relationships.*
- ◆ *avoid being exploited or exploiting others or being pressured into doing something they are not happy with.*
- ◆ *communicate effectively by developing appropriate terminology for sex and relationship issues.*
- ◆ *To support them with their changing feelings and bodies, to challenge sexism and prejudice, and promote equality and diversity*
- ◆ *encourage them to protect themselves from infection and disease.*
- ◆ *be aware of where to go for help.*

## **6. Organisation and Content of Sex and Relationships Education**

*Laurel Avenue Community Primary School specifically delivers Sex and Relationships Education through its PSHE Programme, RE and Science lessons. 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.*

*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. Please see our website for more details.*

*Much of the Sex and Relationships Education at Laurel Avenue Community Primary School takes place within PSHE lessons. Teachers generally deliver the PSHE Curriculum with support from professionals where appropriate. SRE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science National Curriculum is also delivered by class teachers. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.*

*PSHE and Science National Curriculum are taught in every Year Group. Any SRE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a*

*specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time. Other professionals, such as from the School Nursing Service, may deliver some of the lessons.*

### **Content**

*Pupils should be taught the relevant parts of:*

- 1. Life processes*
- 2. Humans as organisms*

### **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 pupils*

### **Ages 4-5**

- ◆ *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 (eg pet, person)*
- ◆ *keeping safe - danger I might come up against. Saying “No”no;*
- ◆ *my body and other people's bodies - similarities and differences;*
- ◆ *the beginning of life - me, animals, plants;*
- ◆ *ageing - how we know things are alive, dead, young, old;*

### **Ages 6-7**

- ◆ *changes as we grow;*
- ◆ *different types of families;*
- ◆ *feelings in families (e.g. love, jealousy)*
- ◆ *what helps people to get on with each other (e.g. listening/sharing)*
- ◆ *what makes me happy?;*
- ◆ *what I like or don't like about other people;*
- ◆ *keeping safe;*
- ◆ *caring for myself; - hygiene, sleep, exercise;*
- ◆ *people who help me to care for myself;*
- ◆ *name parts of the body (external features)*
- ◆ *inside my body - the functions of different parts;*

### ***Ages 8-9***

- ◆ *feelings - things which make me happy, sad embarrassed, scared etc;*
- ◆ *difficult situations - e.g. teasing and bullying*
- ◆ *changes in my own body and in those of others;*
- ◆ *how babies begin and are born - how they grow;*
- ◆ *family trees*
- ◆ *keeping healthy - exercise, diet, grooming, the immune system;*
- ◆ *friendship - who our friends are; how we make and lose friends;*
- ◆ *making decisions - influences on me;*
- ◆ *keeping safe;*
- ◆ *varied lifestyles in the class and community - differences in others*

### ***Ages 10-11***

- ◆ *decision making, risk taking;*
- ◆ *feelings about the future (e.g. changing schools)*
- ◆ *families and how they behave- what members expect of each other;*
- ◆ *celebrations of birth, christening, puberty, confirmation, marriage and death in*
- ◆ *different cultures;*
- ◆ *expressing feelings and how we can do this in an assertive way, not bullying;*
- ◆ *differences and similarities in people,*
- ◆ *sexuality - what is it, and what words describe it;*
- ◆ *body changes in me and others - why they are happening;*
- ◆ *things that go into my body that will make me well (e.g. good food and*
- ◆ *medicines when we are ill)*
- ◆ *things that go into my body that will harm (drugs that are not medicines,*
- ◆ *alcohol, cigarette smoke, poisons);*
- ◆ *messages about health and sexuality from television, videos, films, computers and newspapers.*

### ***Teaching Strategies***

*It is essential that schools can help children develop confidence in talking, listening and thinking about sex and relationships and the following teaching strategies will be used to help this:*

- ◆ *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*

### ***Working With Parents***

*Parents are key people in teaching their children about sex, relationships and growing up. They may need support in:*

- ◆ *helping their children learn the correct names of the body*
- ◆ *talking with their children about feelings and relationships*
- ◆ *answering questions about growing up and having babies*

*We believe in working in partnership with parents and all parents are informed of and consulted about the content of Sex Education Curriculum before it is taught.*

*We understand that parents have the right to withdraw their children from all or part of the Sex and Relationships Education, except for those parts that are statutory National Curriculum. If this should be the case, the children concerned would be given alternative work and would be supervised in another class whilst the lessons take place.*

### ***Delivery and Working With the Wider Community***

*Whilst each class teacher is responsible for delivering the Sex and Relationships Curriculum appropriate to the age and maturity of their class, we acknowledge that this delivery is not the sole responsibility of the school. We work closely with the Health professionals, especially the school nurse, who supports and complements the role of the teacher in the delivery of the curriculum and works alongside us at all times.*

*We welcome the support of Social Workers who may be assigned to children in public care or children identified on the Child Protection Register.*

### ***Child Protection Issues and Confidentiality***

*Themes such as body parts, relationships and saying 'no' will be part of the curriculum and it may be that children's questions or comments may give rise to concern over their welfare. Any concerns should be reported to one of the Designated Safeguarding Leads; Ms Davison, Mrs Walters or Mrs Lawson, who will register the concern and follow the Child Protection Procedures as set out in our School Policy and in any relevant Government Guidelines.*

*If a disclosure is made by a child, a teacher must ensure that the child is aware that he/she cannot offer unconditional confidentiality, but their best interests will be maintained. (See Child Protection and Confidentiality Policies)*

### ***Equal Opportunities/SEND/Inclusion***

*Through differentiated tasks we aim to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, different ethnic groups and diverse linguistic backgrounds.*

## **Assessment, Recording and Reporting**

*There are two broad areas for assessment:*

- ◆ *children's knowledge and understanding, as outlined within the Science Curriculum*
- ◆ *how well children can use their knowledge and understanding in developing skills and attitudes, i.e. through participating in discussions, group tasks, managing conflict, making decisions and promoting positive relationships.*

## **Monitoring and Review**

*This Policy will be monitored and reviewed as part of the yearly Monitoring Programme and the ongoing programme of Curriculum Review detailed within the School Development Plan, unless County or Government initiatives require it to be done sooner.*

*Governors will work alongside the co-ordinator to ensure the policy is being followed to successfully deliver the planned outcomes.*

*Assessment is carried out at the end of every module and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.*

## **7. Inclusion**

### **Ethnic and Cultural Groups**

*We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.*

### **Pupils with Special Educational Needs**

*We will ensure that all young people receive sex and relationships education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.*

### **Sexual Identity and Sexual Orientation**

*We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support. Young people, whatever their developing sexuality need to feel that sex and relationships education is relevant to them*

*We aim to ensure that all students understand the diversity of people and relationships in 21st century Britain and that young people who are questioning their sexual orientation or gender identity get the information they need.*

## **8. Right of Withdrawal of Students from Sex and Relationships Education**

*Some parents/carers prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationships education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements in such cases. Parents/carers are encouraged to discuss their decisions with staff at the earliest opportunity. Parents/carers are welcome to review any SRE resources the school uses.*

## **9. Confidentiality, Controversial and Sensitive Issues**

*Teachers cannot offer unconditional confidentiality. If any disclosure is made the Child Protection co-ordinator will be informed. Teachers are not legally bound to inform parents of any disclosure.*

*In a case where a teacher learns from a pupil that they are engaging in sexual activity,*

- ♦ the young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.*
- ♦ child protection issues will be considered, and referred if necessary to the teacher responsible for Child Protection under the school's procedures (immediate referral to Social Services)*

*In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.*

*Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.*

## **10. Monitoring and Evaluation of Sex and Relationships Education**

*It is the responsibility of the PSHE Co-ordinator to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning.*

*The Governors Community and SMSC Committee is responsible for overseeing, reviewing and organising the revision of the Sex and Relationships Education Policy.*

*Signed: J Meehan*

*Coordinator*

*Date: September 2017*

*Signed: C Linfoot*

*Chair of Community and SMSC Committee*

*Date: September 2017*

*Review: September 2020*