

# **Lucas Vale Primary School**

## **Sex and Relationships Education (SRE) Policy 2018-2019**

### **Introduction**

Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health. Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age.

Sex and relationship education will reflect the values of the PSHE and Citizenship curriculum. SRE will be taught in the context of relationships. In addition SRE will promote self- esteem and emotional health and well- being and help them form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

The policy has been developed to ensure that staff and parents or carers are clear about the statutory requirements regarding Sex and Relationships Education, and that the pupils receive their educational entitlement. Through implementation of this policy, the school will meet specific aspects of the legal and statutory requirements.

### **Aims and Objectives for Sex and Relationship Education**

The aim of SRE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. This should take place with consideration of the qualities of relationships within families.

The objectives of Sex and Relationship Education are:

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self- esteem and confidence, especially in their relationships with others
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support;



- To develop skills for a healthier safer lifestyle;
- To develop and use communication skills and assertiveness skills to cope with the Influences of their peers and the media;
- To respect and care for their bodies;
- To be prepared for puberty and adulthood.

### **Legal requirements**

All schools must teach the following as part of the National Curriculum Science Orders, parents do not have the right to withdraw their child/children.

### **National Curriculum Science**

#### **Key Stage 1**

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

#### **Key Stage 2**

1. That the life processes common to humans and other animals include nutrition, growth and reproduction.
2. About the main stages of the human life cycle
3. In Y5 the non-statutory guidance states that “Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.”

Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children.

It is our intention all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision if required.

We believe that this needs to be supplemented with comprehensive material which supports our objectives as stated above. To fulfil this we use the Christopher Winter Project- “Teaching SRE with confidence in Primary Schools” This has been approved by the PSHE Association. This starts in reception and there are lessons all the way up to Y6. The Scheme of Work is available from the PSHE Subject Leader by arrangement. SRE teaching takes place in summer



2 (see curriculum map). Across the whole school; and previous year's topics are referred to in PHSE lessons, throughout the year.

This content has been agreed in consultation with governors, parents and teaching staff.

### **The organisation of Sex and Relationship Education**

The PSHE Subject Leader is the designated teacher with responsibility for coordinating sex and relationship education.

Sex and relationship education is delivered through science, RE, PSHE, Citizenship, literacy activities and circle time. Sex and relationship education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as the school nurse.

A range of teaching methods which involve children's full participation are used to teach sex and relationship education. These include use of video, discussion, looking at case studies, drama and role play.

Sex and relationship education can delivered in mixed gender groups. However, there may be occasions where single gender groups are more appropriate and relevant. We make these decisions based on the cohort of children each year.

**Resources to teach sex and relationship education include fiction, reference books, leaflets and extracts from videos.**

Channel 4 Living and Growing video Unit 1, 2 & 3 plus work books.

Unit 1 5-7 yrs Differences / How did I get Here? / Growing up

Unit 2 7-9 yrs Changes / How babies are made / How babies are born

Unit 3 9-11 yrs Girl talk / Boy talk / Let's talk about sex

(Sex and relationship education is monitored and evaluated by the Headteacher as part of the school's development plan. As a result of this process changes will be made to the sex and relationship education programmes as appropriate.)



## **Specific Issues**

### **Parental consultation**

The school is well aware that the primary role in children's Sex and Relationships Education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school's Sex and Relationships Education policy and practice;
- answer any questions that parents may have about the Sex and Relationships Education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Sex and Relationships Education in the school.

Full details on the teaching of sex and relationship education is available on request. The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to view the videos and resources being used. Parents have the right to withdraw their children from those aspects of sex and relationship education, not included in the National Curriculum Science Orders, alternative work would be set. A letter must be written to the Head teacher in this instance. However this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education.

### **Child Protection / Confidentiality**

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the Head Teacher /Designated Child Protection person in line with the school procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

### **Links with other policies**

This policy is linked with the following policies:

1. Equal Opportunities
2. Safeguarding/Child Protection
3. Behaviour
4. PHSE

These policies can be found in the policy files within school and on the school computer system.

### **Dealing with difficult questions**

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique. Teachers will 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.

Generally when answering questions we follow the three points below:

- If the content is directly related to the school SRE curriculum for the year group of the child - a teacher will answer to the whole class.
- If the content is directly related to the school SRE curriculum but the issue is not covered until a later year - a teacher will answer the question individually to the child.
- If the content is not covered by the school curriculum for SRE, a teacher will refer the child back to his/her parents or carers (with the child's permission).

**NB see child protection/confidentiality below**

### **Use of visitors**

Visitors should complement but never substitute or replace planned provision. It is the PSHE Subject Leader's and teacher's responsibility to plan the curriculum and lessons." ***Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11***

When appropriate, visitors such as the school nurse may be involved in the delivery of sex and relationship education, particularly in Key Stage 2. In addition, external agencies such as the NSPCC may be recruited to deliver workshops and whole school assemblies, where necessary.

### **Children with additional needs**

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

### **Monitoring and Evaluation**

Monitoring is the responsibility of the head teacher, named governor and teacher with responsibility for sex and relationship education. The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents.



The effectiveness of the SRE programme will be evaluated by assessing children's learning and implementing change if required.

**Child Protection/ Confidentiality**

Teachers conduct Sex and Relationships Education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, or indicates that they may have been a victim of abuse, this will be dealt with in line with our child protection policy. **A member of staff cannot promise confidentiality if concerns exist.**

**Date:** March 2018

**Policy to be reviewed:** April 2019

**PSHE and SRE Subject Leader:** Lori Knight