

SEX AND RELATIONSHIP EDUCATION POLICY

Lakenheath Community Primary School



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Head Teacher's Signature	
Chair of Governors' Signature	

Document Change History

<i>Version</i>	<i>Date</i>	<i>Change Details</i>
<i>1</i>	<i>June 2015</i>	<i>N/A</i>
<i>2</i>	<i>January 2018</i>	<i>Format update and content review.</i>

1. Overview

Sex and Relationship Education (SRE) for young people of all ages contributes to promoting their spiritual, moral, cultural, emotional and physical development and prepares them for the opportunities, responsibilities and experiences of adult life.

Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to enter into a sexual activity. Indeed, it can help them learn the reasons for and the benefits to be gained from such a delay.

SRE is part of lifelong learning about physical, moral and emotional development starting with early years and extending beyond school. It is about the understanding of the importance of stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.

2. Rationale

In our school the objective of Sex and Relationship (SRE) is to help and support young people through their physical, emotional and moral development. Our programme is firmly embedded in the Personal, Social and Health Education (PSHE) curriculum and will help young people learn to respect themselves and others and prepare themselves with confidence for the passage through adolescence into adulthood.

This policy was originally written by the PSHE Co-ordinator in collaboration with a working party of people from the school's community, including parents, governors and teachers. It is reviewed every 2 years.

3. Objectives

To enable our young people to:

- build knowledge and skills to understand differences and respect and value themselves and others, preventing and removing prejudice;
- address attitudes and values, personal and social skills, knowledge and understanding;
- develop maturity, confidence and self-esteem;
- be prepared for the opportunities, responsibilities and experiences of adult life;
- develop emotional literacy and communication skills;
- be able to name the parts of their bodies and describe how their bodies work;
- respect and care for their bodies;
- be prepared for puberty;
- be able to protect themselves and ask for help and support;
- talk about and eradicate any misconceptions or preconceptions they may have about their own bodies and its changes.

4. Continuity and Progression

In our school we believe that the best possible form of education is delivered by the teachers who know our young people well and are aware of their needs.

Our teachers will plan a variety of activities following the Cambridgeshire Scheme, which will help to engage the whole class. Teachers have received support and training in answering questions that are not best dealt with in front of the whole class. Teaching through the PSHE scheme of work and our rolling programme ensures continuity and progression.

Our school's full programme for SRE is available from the co-ordinator. Here is an overview of what is taught in each Year group:

Reception	<i>My Body and Growing Up – body parts, how has my body changed, keeping clean</i>
Year 1	<i>Names of body parts, what can my body do?, keeping clean, stopping illnesses spreading</i>
Year 2	<i>How do babies change and grow?, How have I changed since I was a baby?</i>
Year 3/4	<i>How are males and females different? What can my body do and how is it special? What can I do to stay clean and how may this change in the future? How can I stop illnesses spreading? What are the main stages of human life?, What does it mean to be grown up?, How do parents and carers care for babies?</i>
Year 5/6	<i>What are male and female sexual parts called and what do they do? What happens to the bodies of boys and girls when they reach puberty? What influences my view of my body? How can I keep my changing body clean? How can the spread of viruses and bacteria be stopped? How are babies made? How can I express my feelings positively as I grow up? When am I responsible for how others feel? What should adults think before having a baby? What are families like?</i>

Sometimes children may be in mixed aged classes. If it is felt that the children in a lower year group may be too young or immature to learn about some of the aspects that the older children in the class may be learning about, then teaching will be adapted accordingly. If necessary a discussion can take place with parents about whether it is better for their child to be removed from the lesson at this stage to cover work at a later stage.

At times we will use visitors, such as the school nurse to support the teaching of SRE. There will be close liaison between any visitors and the teacher in charge.

This school recognises that as well as marriage, there are strong, mutually supportive relationships outside marriage which will be the norm for many of our pupils. Therefore our young people will learn the significance of stable relationships as key building blocks of community and society while learning to respect and understand difference and diversity.

Puberty - At our school the SRE is set within the context of PSHE which means that as our young people reach puberty they will know and understand that they will change and develop, and will have confidence in managing the physical and emotional changes. Our teachers have set clear parameters as to what will be taught in a whole class setting and what will be dealt with on an individual basis.

Menstruation - The onset of menstruation for girls can be alarming if they are not prepared. At our school our teaching programme includes preparation for menstruation and we will also make adequate and sensitive arrangements to help girls cope with menstruation, ensure that they know who to tell and how. The first point of contact should be their classteacher or an additional adult that they feel comfortable telling in school. Parents should contact the classteacher to let them know if their child has started their periods. There are sanitary disposal units in the upper Key Stage Two toilets.

5. Answering Difficult Questions

Sometimes one of our children will ask a difficult or explicit question in the classroom. At our school individual teachers will use their skill and discretion in these situations. On some occasions, our teachers are authorised to say to pupils that a question would be best answered by a parent or carer and the adult responsible would be advised that their child had raised these points in school. In situations in which the nature of the question would suggest any Child Protection issues teachers are required to pass on this information to the member of staff with Child Protection responsibility in accordance with the school's Child Protection Policy.

6. Links with other Curriculum Areas

Main links are with Science and English – see cross curricular plans.

7. Health and Safety

There are no special requirements for this subject area.

8. Equal Opportunities/Inclusion – see Curriculum Policy & Equalities Policy

Our teaching methods take account of the developmental differences of young people particularly in the Year 6 transition year. We have consulted young people and their families and have established what is appropriate and acceptable for them. We recognise that at times it will be appropriate for discussion to take place on a one to one basis or in small groups, which may be single sex.

In addition for some young people it is not culturally appropriate to address certain issues in mixed sex groups.

In recognition of the ethnic, religious and cultural diversity within our school, we have adopted the following principles to inform our work:

- We will not promote one lifestyle to young people to the exclusion or detriment of others*
- Consensus is not necessary; it is important to accept and celebrate differences*
- Core values of mutual respect, non-exploitation and personal integrity should be encouraged*
- Pupils should not be expected to represent their culture or faith to others*
- Restrictive conflict leads to entrenched attitudes but constructive conflict can expand attitudes and lead to consensus, compromise or agreement.*

9. Pupils with Special Education Needs (SEN)

Our school will ensure that young people with Special Educational Needs (SEN) will receive an appropriate SRE programme. Our teachers will plan and work in ways recommended by the Cambridgeshire Guidance for SRE for Young People with Learning Difficulties.

10. Confidentiality

We will follow these principles with respect to confidentiality particularly with regard to pupil disclosure of actual or intended sexual behaviour:

- No teacher or other adult or member of staff operating within the school will offer pupils unconditional confidentiality in the event of personal disclosure by the pupil in relation to his or her own current or intended behaviour or the behaviour of others including family members.*
- In the event of a disclosure, the adult should explain to the pupil that the information may have to be passed on to parents/carers or other responsible adults if it is in the best interests of the pupil, but that the pupil would be informed before this is done, and offered further support.*
- All pupils will be urged in the first instance to talk to parents/carers or, in some cases, other trusted adults, and they will be offered guidance and support in doing this.*

As a governing body we feel it is important to state that teachers cannot guarantee absolute confidentiality and that it would only be in exceptional circumstances that parents/carers were not informed. We reassure pupils that if confidentiality has to be broken they will be informed first, their best interests will be maintained and then they will be supported appropriately. If there is any possibility of abuse we will follow the schools child protection procedure. The Child protection policy is available on request.

There are extremely rare occasions when a primary aged child who is sexually active or is contemplating sexual activity directly approaches a Primary school teacher. If this occurs in our school it will be viewed as a child protection issue and will be referred to the designated member of staff for Child Protection. The teacher will approach the designated member of staff. The designated member of staff will make sensitive arrangements, in discussion with the child to ensure that the parents or carers are informed. The designated member of staff will address child protection issues and ensure that help is provided for the child and family.

Health Professionals such as school nurses are bound by their professional codes of conduct in a one to one situation with individual pupils, but in a classroom situation they will follow the school's confidentiality and SRE policy.

11. Community Links

Visitors to our school may complement but never substitute or replace planned provision. Either the teacher or PSHE coordinator will plan all lessons. Anyone supporting teachers in this area of the curriculum will be aware of the content and principles within this policy and will agree to support them.

The school nursing team has a very important supporting role in our school. School nurses are bound by their professional codes of conduct in a one to one situation with individual pupils, but in a classroom situation they will follow the school's confidentiality policy.

Working with the wider community - A range of people in the wider community including health professionals, parents, religious leaders and other visitors may also provide elements of SRE. People in the wider community have much to offer, bringing a new perspective and offering specialised knowledge, experience and resources.

12. Resources

In our school we use many resources to support the delivery of Sex and Relationship Education. Teachers are a key resource and will be offered training to develop their own knowledge and skills in this area of the curriculum. We will ensure that we evaluate resources before we use them. *Parents of children in Year 5 & 6 will be invited to view a SRE resources annually via a letter explaining what aspects of SRE are to be covered in those year groups.*

Criteria for evaluating resources

We seek to select resources which are:

- clear and simple – not too repetitive of the message
- written to a level and with a vocabulary appropriate to the target group
- visually appealing, accurate and reliable
- explicit at a level appropriate for the age group
- provided with other sources of information
- illustrated by images that are relevant to the target group in terms of age, race, culture and background

We shall reject resources which:

- are inappropriate in explicit content for the age group
- stereotype males and females or present a narrow definition of being a man/woman
- only address physical aspects of male and female sexuality, ignoring emotional aspects and the importance of stable relationships

13. Working with Parents and Carers

Our school works in partnership with parents and carers. Parents have been made aware that the school's SRE programme compliments and supports their role as parents. This process will include offering parents support in talking to their children about sex and relationships and how to link this with what is being taught in schools.

Parents have the right to withdraw their children from all or part of sex education, apart from the areas covered in National Curriculum Science. Any parent who wishes to exercise this right should in the first instance contact the head teacher to discuss the matter.

14. Assessment, Recording and Reporting – refer to Assessment Policy

15. Monitoring – see Monitoring and Evaluation Policy and timetable

16. Review and Evaluation

This policy will be reviewed using a consultative process, which identifies teachers', young people and parents' feedback on the Sex and Relationship Education programme.

Our teaching programme will be reviewed regularly in consultation with teachers, parents and our young people. The following checklist offers questions for teachers to consider when reviewing the programme:

Our Children

What have our children learnt to do?
What new information do our children have?
What do our children think, feel and believe?
Did girls and boys engage equally in the activity?
What do our children need to learn next?

Our Teachers

What am I surprised to see in the teaching programme?
What am I pleased to see in the teaching programme?
What do I think is missing from the teaching programme?
What do I think is too early in the teaching programme?
What do I think is too late in the teaching programme?

17. Processes of evaluation

Questionnaires, from time to time, will be given to parents, staff and pupils to gain information about the effectiveness and appropriateness of the school's SRE programme.

We will also use pupil self-evaluation and reflection after each Unit of Work concerning SRE with a view to identifying where young people have misunderstandings, uncertainties or unanswered questions. Opportunities will be offered to pupils to ensure that they clarify such.

