

LETHBRIDGE PRIMARY SCHOOL

SEX AND RELATIONSHIPS POLICY

This policy takes full account of the school's legal obligations and the latest DfES guidance 'Sex and Relationship Education Policy Guidance (DfES 0116/2000)

Policy Formulation

The policy was discussed by Teachers, Senior management and the governors

Rationale

SRE in schools is a legal requirement. SRE stands for sex and relationships education. This terminology is used in this policy to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

The guidance suggests that SRE should have three main elements as follows: Knowledge and understanding, Attitudes and values, Personal and social skills.

Legal Obligations

Maintained primary schools in England and Wales have a legal responsibility to provide a sex education programme. They also have a responsibility to keep an up to date statement of the policy they choose to adopt and this must be available to parents. Parents have a right to withdraw their children from 'sex education' lessons which fall outside of those aspects covered in the Science National Curriculum.

The context of the school

Lethbridge Primary school is a mixed religious school but predominantly Christian. The children range in age from Reception 4yrs old to Year 6 where the children are 11yrs old. We have a small minority of ethnic and cultures other than English. A majority of children come from socially secure backgrounds; for example we have just nineteen children on free school dinners.

Definition

SRE is a lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes (Sex Education Forum 1999).

SRE in schools as a whole contributes towards:

- The reduction of teenage pregnancies as part of the Swindon Teenage Pregnancy Strategy.
- It enables pupils to build self-esteem and make positive health choices.
- It allows them to learn the importance of values and individual conscience and moral considerations.
- Learn the value of respect, love and care.
- Explore, consider and understand moral dilemmas.
- Develop critical thinking.
- Learn to manage emotions and relationships confidently and sensitively.

- Develop self-respect and empathy for others.
- Learn to make choices based on understanding of difference.
- Develop an appreciation of the consequences of choices made.
- Manage conflict with peers.

The aim of the sex and relationship policy at Lethbridge Primary School is to help support pupils through their physical, emotional and moral development as stated above. The programme is firmly embedded within the PSHE/C curriculum.

Aims and Purpose

To teach pupils about sex, sexuality and sexual health at a level appropriate to the child's development. It seeks to help young children appreciate the value of marriage for a family life, stable and loving relationships, respect, love and care. It is not about the promotion of sexual orientation or sexual activity.

Issues of religion, cultural difference and ethnicity will be dealt with sensitively. Specifically an atmosphere of tolerance and acceptance will be encouraged.

Vulnerable pupils e.g. autistic children will have their specific needs addressed by their class teacher.

To enable pupils to recognise the physical, social and emotional implications of sexual behaviour (Year 6) and to recognise that responsibilities in relationships are shared by every individual. This has three main elements:

Knowledge and understanding (physiology)

Personal and social skills (self esteem and assertiveness skills)

Attitudes and values (culture, beliefs and respect for others)

A brief overview of specific issues for each year group and what the school has chosen to cover is in *Appendix A*

Organisation and content

The National Curriculum Science requirements meet some of the above criteria. As part of the PSHE/C curriculum at Lethbridge Primary School a sex and relationships block is delivered throughout each year group by the class teacher and supported in year 6 by the School nurse.

Sex and relationships education and health education have been shown to be more effective when active learning techniques are used. For example, small group discussions, quizzes, role play and a variety of structured activities involve pupils in their own learning and enable them to explore their own and other's values and to develop communication skills. Teaching pupils didactically does not give them an opportunity for asking questions and exploring personal and relevant issues. The following teaching strategies are adopted by Lethbridge Primary School to support active learning and will be used in circle time, assemblies and PSHE/C sessions.

Sharing ideas

Discussion

Listening exercises

Case studies and scenarios

Trigger drawings, story boards, photos, role play

Big book stories and groups reading stories

Decision making exercises

Videos and hands on resources from Healthy Schools team and member agencies of the Healthy Schools Alliance (*see file in staff room or Appendix B listing all agencies associated with the Swindon Healthy Schools Alliance*).

The above methodologies allow children to practice skills, use their knowledge and understanding, explore, change views and make positive choices in life.

Where matters of SRE arise in other areas of the curriculum, sessions will be structured following the SRE guidelines. Pupils will be encouraged to seek additional support from appropriate other adults (other than their class teacher).

Sensitive issues will be discussed in staff meetings (as appropriate) to provide ways to support staff delivering SRE curriculum. SRE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The school's approach to SRE will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias. We shall endeavour to have an approach that is educational, rather than one based on propaganda.

Responsibility for SRE

A **whole school approach** will be adopted to SRE that actively involves the whole school community. All groups who make up the school community have rights and responsibilities regarding SRE. A breakdown of this is below.

The **Senior Leadership Team** (SLT) will endeavour to support the provision and development of SRE inline with this policy by providing leadership and adequate resourcing.

The responsibility of effective delivery in the classroom lies with the **class teacher**. All teachers play an important pastoral role by offering support to pupils. Teachers will be consulted and aided in their SRE work by the provision of resources, background information about relevant children in their classes, support and advice from experienced members of staff or outside organisations where required and access to appropriate training.

The **Child Protection Co-ordinator** will be able to assist where required.

The designated **SRE co-ordinator** is responsible for the development for the SRE programme that meets all legal requirements as well as the needs of the children. It also includes keeping up to date with developments and good practice, developing the provision to meet student's needs, providing support and resources for staff, arranging staff training, liaising with outside agencies and monitoring and evaluation.

Non-teaching staff (T.A's, M.D.S.A's) may be involved in a supportive role in some SRE lessons, circle times and assemblies. They may also play an important, informal pastoral support role with pupils. They will have access to information about what that year group is doing in SRE and have access to attend appropriate staff training sessions.

Governors have responsibilities for school policies. They will be consulted about SRE provision and policy and have reports at Governor's meetings where appropriate.

Ideally the membership of the teaching team will include both sexes. If this is not the case then access for the children to a male and female teacher at Lethbridge should be arranged. Opportunities for discussions with a health professional will be offered. Pupils will be informed on how to access support from outside agencies such as Frank, Swindon Health Care Unit and others within the Swindon Healthy Schools Alliance.

Partnership with Parents and Carers

Information on SRE in the school curriculum is contained in the school prospectus.

Parents/carers of Year 5 and 6 pupils are informed in writing of the content and timings of SRE sessions and are welcome to either preview the content of the sessions or attend the sessions. Parents and carers will be offered support to talk to their children by Gail McVicar who works for the Healthy Schools team.

Parents/carers are encouraged to offer their opinions, comments or suggestions through the child's class teacher, leading tutor or governing body.

Parents /carers have the right to withdraw their child from SRE, apart from the statutory content in the National Curriculum Science. The procedure for this is that a letter is to be sent to the Head requesting withdrawal from the SRE session and stating the reason why.

Partnership with Visitors

Use is made of teaching resources from a number of agencies. This includes Swindon Health Promotion and the LEA advisory Teacher and the school's attached nurse is informed of the content of the programme.

The school's nurse is invited to attend and SRE events/decision making meetings.

The school nurse is involved in the planning and delivery of some sessions as appropriate. Current information on local/national trends and up to date research is also disseminated through school drop in sessions (in staff meetings).

Individual advice and counselling

Matters of an individual nature pertaining to sex and sexuality are referred to the appropriate member of the school team (Headteacher, Child Protection Coordinator, PSHCE Coordinator or Inclusive Learning Leader).

Equal Opportunities

Young people may have varying needs regarding SRE depending on their circumstances and background. The school strongly believes that all pupils should have access to SRE that is relevant to their particular needs. To achieve this the school will take into account:

The needs of boys as well as girls

Ethnic and cultural diversity

Varying home backgrounds

Sexuality

Special Educational Needs

Partnership with pupils

The school accepts that an effective policy on SRE requires information from pupils both at the development and implementation stages. This will be achieved by:

School/class councils

Circle time

Peer educators

Annual/termly meetings with SML

Evaluation/monitoring

Information from class teachers about specific issues

Pupils who seek direct advice are referred to the child protection co-ordinator and are encouraged to discuss the matters with:

Their parents, guardians or appropriate relative

School nurse

Another teacher

If individuals raise particularly explicit issues, such issues will not be discussed in class and the pupils will be advised to discuss these matters with those listed above at an appropriate time. Checks will be made that this contact has been made.

Some ground rules and distancing techniques could include:

No one (teacher or pupil) should be expected to answer a personal question

No one will be forced to take part in the conversation

Only correct terminology will be used

Meanings of words will be explained in a sensible and factual way

Confidentiality Policy

Complete secrecy can never be promised to a pupil, though information given in confidence will not generally be disclosed to anyone else. It may be appropriate to refer a pupil to an outside agency. The following statement may be of use when talking to a pupil:

We listen to what you have to say and won't tell other people, but if we think that you or any other young person are at risk of harm/abuse, then we may need to discuss this with others to get the help you need – wherever possible with your knowledge (SRE policy Youth Service).

See SRE guidance document (DfEE 2000) for extra information. In accordance with school and LEA policy, a commitment to equal opportunities will be built into all aspects of sex and relationship education. This policy links closely with the Equal Opportunities policy, the Bullying policy and the LEA guidelines on Child protection. We intend to meet individual student's needs to enable them to achieve academically and in their personal relationships. This may involve providing particular support for individual pupils. It is well documented that students are sometimes bullied because of their perceived sexual orientation. This school takes this and forms of bullying seriously. In line with DfEE guidance, teachers will be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer objective and helpful support.

Training

Opportunities for all teachers for further training in the delivery of sex and relationship education will be sought and accepted wherever circumstances permit.

The PSHE co-ordinator will be responsible for organising the training of staff delivery SRE. All staff will be issued with guidance for the delivery of the programme.

Resources will be provided by the PSHE/C co-ordinator and will be monitored by them for suitability.

Advice and support will be sought from the school nurse, Child Abuse co-ordinator and others as applicable.

Parents can request to view resources and be given a time to view them. They will also be provided with information on how to access support if required.

Policy Implementation

The policy will be available on the website and in the school office for access by all staff/parents/carers.

All sex and relationship education will be delivered according to the policy framework.

Other agencies that work with the school will be informed of the SRE policy.

The school is part of the Wiltshire and Swindon Healthy Schools, which support all health education within the school such as:

Healthy Schools Status

Procedures for Evaluation, Monitoring and Review

Pupils will complete an evaluation sheet at the end of the SRE module. Understanding in sex and relationship education will be demonstrated through assessment against learning objectives which will be built into curriculum planning. A variety of assessment techniques will be used including discussion, scrutiny of work, pupil self-assessment and peer assessment. The purpose of this is to establish the validity of both the content and the presentation of the sessions. The PSHE/C will monitor lessons throughout the school and year groups.

The PSHE co-ordinator is responsible for considering issues raised by any of the evaluation procedures and will action specific by discussing them in a staff meeting with other staff.

Staff are individually responsible for monitoring of their practice through their own recording systems. Individual information that is confidential about that child to be kept in the SEN file.

The policy will be reviewed annually by the Governors.

Complaints Procedure

Complaints about content and/or delivery of the SRE programme will be dealt with in accordance to the School Complaints Procedure.

Reviewed September 2015
Approved by Governors October 2015
To be reviewed October 2017

Appendix A

Reception/Year 1

People in my life – what I do for them and what they do for me

My moods – feeling happy and sad

Friendships

Loss and mourning

Keeping safe – danger I might come up against. Saying no

My body and other people's bodies – similarities and differences

The beginning of life – me, animals and plants

Growth in people, animals and plants

Ageing – how we know things are alive, dead, young, and old

Year 2

Changes as we grow

Different types of families

Feelings in families

What helps people to get on with each other

What makes me happy?

What I like/don't like about other people

Keeping safe

Caring for myself

People who help me care for me

Inside my body – functions of the main parts e.g. heart

Year 3/4

Feelings – things that make me feel happy, sad, embarrassed, scared etc

Difficult situations

Changes in my body and in those of others

How babies begin and are born – how they grow

Family trees and networks

Keeping healthy – exercise, diet, the immune system

Friendship – how we make and lose friends

Making decisions – influences on me

Keeping safe

Varied lifestyles in the class, school, community

Year 5/6

Decision making, risk taking

Feelings about the future, especially changing schools

Families and how they behave – what members expect of each other

Celebrations of birth, christening, puberty, marriage and death in different cultures

Expressing feelings and how we do this: being assertive not bullying

Differences and similarities in people

Sexuality – what it is and words that describe it

Body changes in me and others – why they are happening

Things that go into my body that help or harm

Media messages about health and sexuality

Appendix B:

SRE programme from Reception to Year 6 to be followed from September 2009:

Suggested Scheme of Work for Sex and relationships education:

The following scheme of work will include three lesson plans in each year, covering the topics listed. It is assumed that each lesson will be 45 mins to 1 hour.

| <i>Year Group</i> | <i>Lesson</i> | <i>Main Topic</i> | <i>Specifics</i> |
|--------------------------|----------------------|--------------------------|---|
| Reception | 1 | Personal Safety | Safe / Unsafe play areas Safe / unsafe people |
| | 2 | Personal Hygiene | Hygiene – Hand washing etc |
| | 3 | Gender Differences | Differences between male and females (Various species) |
| Year 1 | 1 | Gender Differences | Name the different parts of the human body. Male and female stereotypes. |
| | 2 | Relationships | Explore all different types of relationships |
| | 3 | Communication | Expressing feelings, staying safe and asking for help |
| Year 2 | 1 | Reproduction | The life cycle and how babies are made |
| | 2 | Growth | Revisit body parts and explore changes and why they occur |
| | 3 | Developing relationships | Principles of relationships (especially friendship) such as trust and honesty etc |
| Year 3 | 1 | Changes | Changes which occur to the body, emotions and relationships |
| | 2 | Getting Help | Identifying and coping with changes and asking for help |
| | 3 | Personal Space | Personal hygiene, safety |
| Year 4 | 1 | Body Parts | Human reproductive systems. |
| | 2 | Reproduction | Why and how humans reproduce. (inc introduction to puberty) |

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| | 3 | Relationships | Making decisions, making and keeping friends and changing feelings |
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| Year 5 | 1 | Relationships | Changing relationships, especially with parents, and how to communicate effectively |
| | 2 | Body image | What it is, what effect it has on individuals and what influences it |
| | 3 | Puberty | What it is and why it is necessary |
| | | | |
| Year 6 | 1 | Body image | Personal hygiene, choices about body image and dealing with emotional changes about body image |
| | 2 | Changing relationships | Changes in relationships with parents, friends and physical attraction |
| | 3 | Reproduction | Revisit puberty and reproduction, and the sex act |