



LINDAL AND MARTON PRIMARY SCHOOL

SEX AND RELATIONSHIPS EDUCATION (SRE) POLICY

1. Purpose of this policy

A key aim of Lindal and Marton Primary School is that all pupils will develop the skills and knowledge to make responsible and appropriate decisions and choices. Relating appropriately to others is a complex skill. SRE covers more than biological fact and information; it tries to help young people to take responsibility for their choices and prepare them to value and develop caring, stable relationships. Developing this is not a task for the school in isolation. We seek to work with parents and guardians to ensure that the teaching of sex and relationship education reflects their expectations.

At Lindal and Marton School we appreciate that pupils are all individuals with different needs and experiences who will develop physically, intellectually, and emotionally at different rates. This policy aims to cater for the needs of all our pupils. Sex and Relationships Education is just one element within the wider context of the personal, social and health education (PSHE) curriculum delivered by the school.

The PSHE programme goes beyond the National Curriculum science and seeks to promote the spiritual, moral, cultural, social and physical development of pupils, as well as preparing pupils for the opportunities, responsibilities and experiences of adult life.

2. What is Sex and Relationships Education?

It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of family life, stable and loving relationships, respect, love and care. It is about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity. This would be inappropriate teaching.

It has three main elements:

Attitudes and Values:

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life, of stable and loving relationships for the nurture of children.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas and
- Developing critical thinking as part of decision-making.

Personal and Social skills:

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others. Learning to make choices based on understanding of difference and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made
- Managing conflict and

- Learning how to recognize and avoid exploitation and abuse.

Knowledge and Understanding:

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, reproduction, sexual health, emotions and relationships.
- Learning about contraception and the range of local and national sexual health advice, contraception and support services.
- Learning the reasons for delaying sexual activity and the benefits to be gained from such delay and
- The avoidance of unplanned pregnancy.

3. Organisation

We teach about sex through different aspects of the curriculum. While we carry out the main sex education in our personal, social and health education (PSHE) curriculum, we also do some sex education through other subject areas (e.g. science and PE) which we believe contribute significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing. (Appendix one details the curriculum map)

In PSHE, we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body, and how these work, and we explain to the children what will happen to their bodies during puberty. For example, we teach the children that boys' voices will change during puberty, and we explain menstruation to both boys and girls. We encourage the children to ask for help if they need it.

In science lessons, in both Key Stages, teachers inform children about puberty and how a baby is born. For this aspect of our teaching, we follow the guidance material in the national scheme of work for science. In Key Stage 1, we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the fact that people are not all the same, and that we need to respect each other. In Key Stage 2, we teach about life processes, and the main stages of the human life cycle, in greater depth.

In Year 6, we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how children's bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children. We arrange a meeting for all parents and carers of children in Year 6 to discuss this particular programme of lessons, to explain what the issues are, and how they are taught, and to see the materials the school uses in its teaching.

The role of parents and carers

The school is well aware that the primary role in children's sex education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents and carers of children at our school, through mutual understanding, trust and cooperation. To promote this objective, we:

- inform parents and carers about the school's sex education policy and practice;
- answer any questions that parents or carers may have about the sex education of their child;
- take seriously any issue that parents or carers raise with teachers or governors about this policy, or about the arrangements for sex education in the school;
- encourage parents and carers to be involved in reviewing the school policy, and making modifications to it as necessary;
- inform parents and carers about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

Parents and carers have the right to withdraw their child from all or part of the sex education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents/carers in this regard.

4. The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex education programme.

5. Confidentiality

Teachers conduct sex education lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns. The Head Teacher will then deal with the matter in consultation with health care professionals (see also our policy on Child Protection).

6. The role of the Head Teacher

It is the responsibility of the Head Teacher to ensure that both staff and parents/carers are informed about our sex education policy, and that the policy is implemented effectively. It is also the Head Teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach about sex effectively, and handle any difficult issues with sensitivity.

The Head Teacher liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework.

The Head Teacher monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.

7. Monitoring and review

The Staffing, Curriculum & Standards Committee of the governing body monitors the impact of our sex education policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The SC&S Committee gives serious consideration to any comments from parents and carers about the sex education programme, and makes a record of all such comments.

This policy will be reviewed every two years, or earlier if necessary.

Signed: _____
Chair of Governors

Date: _____

Signed: _____
Headteacher

Date: _____

Appendix One

Sex and Relationships Education Curriculum Overview

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children in Year 1 will explore what makes a home special. Pupils will share their understanding of family units.</p> <p>Pupils will identify groups they belong to and explore what they do in these groups.</p> <p>Pupils will identify special people in their lives and why these people are special.</p>	<p>Children in Year 2 will explore what makes a good friend and have the opportunity to think about what is important to them about friendship.</p> <p>Pupils will explore a broad range of feelings they might feel in different situations and begin to learn ways of dealing with them.</p> <p>Pupils will learn the differences and similarities between males and females and learn how we all grow and change.</p>	<p>Children in Year 3 will learn about personal safety. They will identify situations where they feel uncomfortable, how to respond and who they can tell.</p> <p>Children will reflect on the qualities of friendship and what is important in these relationships.</p>	<p>Children in Year 4 will explore different families and their roles.</p> <p>Children will identify the different groups they belong to and how they feel when included or not included in these groups.</p> <p>Pupils will learn the physical changes that take place at puberty.</p>	<p>Children in Year 5 will explore strategies for making friends and resolving difficulties when friendships break up.</p> <p>Pupils will revise the changes that happen at puberty and explore media images about gender.</p> <p>Children will identify the differences between friendship and intimate relationships and learn about a loving relationship as the start of human reproduction.</p>	<p>Children in Year 6 will explore the qualities of friendship and intimate relationships.</p> <p>Pupils will learn how babies are made. They will have the opportunity to understand sexual intercourse, and pregnancy.</p>