



Lamberhurst St Mary's Church of England (VC) Primary School

Policy for Sex and Relationship Education

This policy will be reviewed biennially and at any other time if changes are required to comply with changes in legislation, regulation or national or KCC advice. Any amendments will require the approval of the full Governing Body.

Date of approval by Governing Body	July 2018
Signature of Chair of Governors	Mr P Edgesmith
Signature of Headteacher	Mrs C Bromley
Date Due for review	Summer Term 2020

Rationale

Sex and Relationships Education (SRE) is a key aspect of Personal, Social and Health Education at Lamberhurst St Mary's Primary School. As such, it is more than the biology of reproduction, and is taught within the context of caring relationships. The Sex and Relationships Education provided, forms a foundation for further work in secondary schools, and the skills and attitudes developed will enable the children to lead healthy lives.

At Lamberhurst St Mary's Primary School we have based our SRE policy on DfES guidance which defines SRE as:

learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.

SRE is part of the 'Optional' Personal, Social and Health Education teaching that we do in our school, as since September 2014 the New Primary Curriculum has no Statutory PSHE element.

While we use SRE to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility in a way that allows children to ask and explore moral questions. We do not use SRE as a means of promoting any form of sexual orientation.

Aims *The school will work towards these aims in partnership with parents.*

The purpose of teaching SRE is to ensure that children learn about issues in a caring and informed way, which dispels myths that may arise. At Lamberhurst St Mary's School we aim:

- To ensure that pupils are prepared for puberty;
- To develop confidence in talking, listening and thinking about feelings and relationships, and respect the differences between people;
- For pupils to be able to name parts of the body and describe how their bodies work;
- For children to know how they can protect themselves and where to ask for help and support;
- To empower children to make informed choices about their education and future adult life;
- To promote respect for their own bodies and the importance of sexual activity being within a committed, long term and loving relationship;
- To promote the importance of family life;
- To encourage moral questions;
- To develop their age appropriate understanding and ability to deal with relationship issues;
- To provide pupils with the tools to protect themselves from sexual abuse /exploitation, and to teach them where they can seek advice if they are worried about any sexual matters.

Delivering Sex and Relationships Education

SRE is taught through a developmental scheme of work to all children across all key Stages, and links to other aspects of PSHE education to fully equip the children with the skills and attitudes necessary for them to benefit effectively from sex education.

PSHE throughout the school is supported by use of the SEAL (Social and Emotional Aspects of Learning) Programme. We also teach some SRE through other subjects (e.g. Science, E-Safety and PE) where we feel that they contribute significantly to a pupil's knowledge and understanding of their own body and how it is changing and developing.

Most of the teaching of SRE will be done by the class teacher, as s/he will have established a working relationship with the class. The school nurse and other professionals may also be available to advise and assist the children on body development and puberty issues.

Sex and relationship education is usually delivered in mixed gender groups, however there may be occasions, e.g. Year 5 and Year 6, where single gender groups are more appropriate and relevant.

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

Cross curricular links

All curriculum areas make a contribution to SRE. Some subjects make a clear contribution, such as Science, E-Safety and PE, while other subjects make a less obvious, but important, contribution, such as:

- Literacy - discussion of specific relationships and moral dilemmas
- R.E. - discussion of family including marriage and family partnerships
- History and Geography - discussion of wider social issues
- Art and Music - discussion of feelings and emotions within relationships

Parents and Sex & Relationships Education

We appreciate the sensitivity and concerns some parents may feel towards SRE and therefore, we invite parents to view, by arrangement, the materials we use in school. We believe that for the children to achieve the desired objectives, a positive and united relationship must continue to exist between home and school and we would encourage discussion about this area at home.

In promoting this objective we:

- Inform parents/carers about the school's SRE policy and practice via publication on the school website;
- Answer any questions that parents/carers may have about SRE of their child;
- Take seriously any issues that parents/carers raise with the school about this policy or the arrangements for SRE in the school;
- Inform parents/carers about the best practice known with regard to SRE, so that the teaching in school supports the key messages that parents/carers give to children at home.

Parents/carers have the legal right to withdraw their children from that part of the SRE programme that is delivered through PSHE (though not from those elements taught through the Statutory Curriculum). Parents/carers who wish to withdraw their children from this aspect of SRE should discuss this with the headteacher.

Differentiation and Special Educational Needs

We recognise that all children will have varied life experiences and a range of feelings and attitudes. Lessons will allow all perceptions to be articulated, and all contributions will be valued and respected.

Teachers may need to use different resources, activities or provide specific support depending on the needs of the pupils. Teaching points need to be conveyed using language that is accessible to the pupils.

Equal Opportunities

Lamberhurst St Mary's School is committed to working towards equal opportunities in all areas of school life. We aim to avoid stereotyping and believe that pupils' religious beliefs and cultural differences should also be respected.

Confidentiality

Teachers conduct SRE lessons in a sensitive manner and with consideration for the need for confidentiality. Should issues of disclosure regarding inappropriate sexual behaviour or activity arise, the teacher will take the matter seriously and deal with it as a matter of child protection. In such cases, procedures as laid down in Safeguarding Policy & Procedures will be followed.

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 will be made to meet the individual child's needs.

Monitoring and Review

The Learning and Development Committee/appointed members of that committee, of the Governing Body, monitors the SRE policy on a biennial basis. This committee/appointed reviewers report findings and recommendations to the full Governing Body, as necessary, to update this policy statement. This policy will be reviewed in May 2020.

Sex and Relationships Resources

The school uses a range of resources including:

- Channel 4 DVD: Living and Growing, Sex and Relationship Education for 5-11 year olds;
- NHS All Change materials
- Growing and Changing website: www.hyphop.co.uk (KCC resources)
- BBC DVD Series: Growing Up
- Sense DVD: Growing Up and Keeping Safe, by Parentsline Plus
- Love and Sex Matters, Salisbury Diocese
- A range of books/texts including Let's Talk About Where Babies Come From, Walker Books

Curriculum Content

Foundation Stage: Year R: Me and My Body including characteristics e.g. hair, eyes, height etc but not genitals unless mentioned by the children, important people in the children's lives, when I was a baby and how I have grown, growth of other living things - plants and animals, feelings, the concept of male and female.

KS1: Over a two year cycle: Our Living Earth. Notice that animals, including humans, have offspring which grow into adults. Describe the importance for humans of exercise, eating the right amounts of different food, and hygiene. Life cycles of plants and animals.

Year 1: 'Ourselves' but not using Channel 4 DVD material.

Year 2: The use of Channel 4 Living things ~ DVD Unit 1.

KS2: Over a four year cycle: Plants and Photosynthesis; Human Health and Fitness; Environment, Ecology and Evolution; Senses.

Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement (finding out how different parts of the body have special functions).

Recognize that living things can be grouped in a variety of ways, explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment, explore examples of human impact on environments, describe the simple functions of the basic parts of the digestive system in humans, identify the different types of teeth in humans and their simple functions.

Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird, describe the life process of reproduction in some plants and animals (comparing how differing animals reproduce and grow), describe the changes as humans develop to old age, including the changes experienced in puberty, research the gestation periods of other animals and comparing them with humans, e.g. by finding out and recording the length and mass of a baby as it grows.

Describe how living things are classified into broad groups, identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood, recognize the impact of diet, exercise, drugs and lifestyle on the way their bodies function, describe the ways in which nutrients and water are transported within animals, including humans (including how some drugs and other substances can be harmful to the human body), recognize that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents (at this stage, pupils are not expected to understand how genes and chromosomes work).

Year 3: Channel 4 DVD not used in Year 3.

Year 4: Channel 4 DVD Changes Unit 2.

Year 5: Channel 4 DVD Girl talk/Boy talk (reshown again in Year 6) **DO NOT SHOW 'LET'S TALK ABOUT SEX'**

Year 6: Reshow Channel 4 DVD Girl talk and Boy talk unit, and How Babies are Born ~ Unit 2.

WE DO NOT EVER USE UNIT 2 'HOW BABIES ARE MADE' IN ANY YEAR GROUP