

## NATEBY PRIMARY SCHOOL



# Sex and Relationships Policy

## Introduction

We have based our school's sex education policy on the Lancashire Live Well Learn Well SRE scheme of work and DfEE guidance document "Sex and Relationships Education Guidance" (ref DfEE 0116/2000).

In this document, sex education is defined as:

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

It has three main elements:

- Attitudes and values
- Personal and social skills
- Knowledge and understanding

Sex and relationships education (SRE) is part of the personal, social and health education (PSHE) curriculum in our school and is mainly delivered through these lessons. Taught effectively, SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain healthy relationships. It also enables young people to make responsible and informed decisions about their health and well-being. While we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation or sexual activity.

## Philosophy

As a school, we recognise the vital partnership of home and school in this important area of personal development. In our role as a healthy school, we aim to ensure all our pupils are prepared to make healthy life choices, prepare children for life, build their self esteem to enable them to have a sense of tolerance and respect to others with an understanding of their place in the world. We recognise that human reproduction features in the science curriculum, but as we wish to place this in the context of a family/loving relationship, we feel this is best addressed from a PSHE context.

As always, we are mindful that our children come from a variety of religious backgrounds and as with all our policies, issues of equal opportunities are addressed.

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## **Aims**

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.

At primary school level sex and relationship education should contribute to the foundation of PSHE and Citizenship by ensuring that all children:

- develop confidence in talking, listening and thinking about feelings and relationships;
- are able to name parts of the body and describe how their bodies work;
- can protect themselves and ask for help and support;
- are prepared for puberty and adulthood.
- respect and care for their bodies.

## **Organisation**

We carry out the main teaching of SRE through our PSHE curriculum following Lancashire County Council PSHE scheme of work which also includes their scheme of work for Sex and Relationships. In addition, we also teach some sex education through other subject areas such as science. There will also be discrete lessons for years 5 and 6 focussing on Healthy Relationships and Puberty. For these lessons, a letter will be sent to parents/carers advising rights of withdrawal and giving an opportunity to view the materials.

SRE is normally delivered by the class teacher in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.

## **Content Covered**

### **Key Stage One**

- Relationships
- Emotions and feelings
- Personal Safety
- Our Changing World

### **Key Stage Two**

- Relationships
- Stereotyping
- Families
- Body Image
- Social networking and being safe online
- Good and bad secrets and touches
- Its OK to tell
- People who help us- Who can we tell?

## **Use of Visitors**

We feel that our close relationship with our children best suits us for the delivery of the majority of lessons. However, we do welcome the use of visitors, such as our school nurse or other agencies, to support the delivery of certain aspects of the scheme of work. The class teacher or T.A. will be present at all times. The class teacher and visitor will plan the lessons together.

“Visitors should complement but never substitute or replace planned provision. It is the PSHE subject leader and teacher’s responsibility to plan the curriculum and lessons.”

Sex and Relationships Guidance DfEE 0116/2000 p.29 6.11

### **Child Protection**

We acknowledge that SRE might be a trigger for disclosure. If this is the case, the teacher would follow the procedures laid out in the Child Protection Policy.

### **SEN Provision**

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 relationships education. We also take guidance from the Lancashire ‘Live Well Learn Well Children with Additional Needs’ document.

### **Dealing with Sensitive issues**

We acknowledge that sensitive issues will arise and rely on the professional judgement of staff to deal with such issues. We also take guidance from the Lancashire ‘Live Well Learn Well Sensitive Issues’ document.

### **Confidentiality**

Teachers conduct sex education lessons in a sensitive manner and in confidence. Before embarking on these lessons, ground rules are established which prohibit personal information being requested or disclosed by those taking part in the lesson. When children ask questions, we aim to answer them honestly, but if it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the children, provision will be made to meet the individual child’s needs.

### **Monitoring and Evaluation**

It is the responsibility of the Headteacher, Governing Body and PSHE coordinator to oversee and organise the monitoring and evaluation of SRE in school.

This policy was written by Mrs L Gallagher Autumn 2014

Reviewed and Updated Autumn 2017

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