



# The Laurels Primary School

## Sex and Relationship Education policy

Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives. It should not be delivered in isolation. It should be firmly rooted within the framework for PSHE, the Science National Curriculum and safeguarding guidance concerning issues such as child sexual exploitation (CSE) and female genital mutilation (FGM).

The current statutory provisions on sex education are contained in sections 403 and 405 of the Education Act 1996 as amended. In 2000, the Department for Education and Employment (DfEE, now DfE) published Sex and Relationship Education Guidance. Brook [www.brook.org.uk](http://www.brook.org.uk) the PSHE Association [www.pshe-association.org.uk](http://www.pshe-association.org.uk) and the Sex Education Forum [www.sexeducationforum.org.uk](http://www.sexeducationforum.org.uk) have worked together to produce advice for schools which supplements that guidance. This advice should be read alongside the Sex and Relationship Education Guidance (DfEE 0116/2000) which is statutory guidance for schools [www.gov.uk/government/publications/sex-and-relationship-education](http://www.gov.uk/government/publications/sex-and-relationship-education)

The objective of The Laurels Primary and Nursery School's sex and relationship education is to help and support young people through their physical, emotional and moral development. Our programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

### Our Aims of Sex and Relationship education are:

- to be developmental and be appropriate to the age and stage of the child; (*Common starting levels cannot be assumed*)
- to put forward factual knowledge and encourage the exploration of facts;
- to examine opinions and concepts and encourage discussion;
- to encourage awareness, respect and responsibility for oneself and others;
- to help children understand the difference between healthy and negative relationships;
- to provide accurate information and help to develop skills to enable pupils to understand difference and respect themselves and others and for the purpose also of preventing and removing prejudice;
- not to encourage early sexual experimentation but teach young people to understand human sexuality and to respect themselves and others. It aims to enable young people to mature, to build up their confidence and self-esteem and understand the reasons for delaying sexual activity;
- to embed the programme in the concept of loving and supportive families with recognition that there are strong and mutually supportive relationships outside marriage. Pupils should learn the significance of marriage and stable relationships as key building blocks of community and society. However, care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances;
- to explore concepts such as love, joy, anger, fear, hate, trust, respect, sexual feelings and sexual responses;

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- to involve staff, pupils and parents fully in the delivery of this programme;

### **How do we define Sex and Relationship Education?**

Sex and Relationship Education can be defined as lifelong learning about physical, moral and emotional development. It is about the understanding of 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. 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, marriage, and 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 an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- learning how to recognise 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 the reasons for delaying sexual activity, and the benefits to be gained from such delay;

#### **Delivering Sex and Relationship Education**

The teaching of some aspects of sex and relationship education might be of concern to teachers and parents. Sensitive issues should be dealt with carefully and in consultation with parents. Materials used in schools are in accordance with the PSHE framework and the law. Inappropriate images will not be used nor will explicit material not directly related to explanation. Staff will ensure that pupils are protected from teaching and materials which are inappropriate, having regard to the age and cultural background of the pupils concerned. The Governors and head teacher will discuss with parents and take on board concerns raised, both on materials which are offered to schools and on sensitive material to be used in the classroom.

A set of ground rules will help teachers create a safe environment in which they do not feel embarrassed or anxious about unintended or unexpected questions or comments from pupils.

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Visitors to school, such as parents/carers, health professionals and members of voluntary organisations, may be invited to plan and contribute to SRE lessons. They will be given a copy of this policy and will be expected to work within the values framework described within. The PHSEC subject leader will ensure that the visitors' contributions to lessons are in line with the learning outcomes of the school's SRE programme. A teacher will be present during the lesson.

### **Dealing with questions**

Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting. Many teachers are concerned about responding to unexpected questions or comments from pupils in a whole- class situation. Having a set of ground rules should reduce the chances of this happening and these ground rules will be developed individually with each class or year group.

For example:

- no one (teacher or pupil) will have to answer a personal question;
- no one will be forced to take part in a discussion;
- only the correct names for body parts will be used; and
- meanings of words will be explained in a sensible and factual way.

If a question is too personal, the teacher should remind the pupil of the ground rules. If the pupil needs further support, the teacher can refer her or him to the appropriate person, such as a school nurse, helpline, or an outside agency or service;

If a teacher doesn't know the answer to a question, it is important to acknowledge this, and to suggest that the pupil or teacher or both together research the question later.

If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. In this way, the pupil will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information.

To maintain trust and respect the teacher must remember to talk with the pupil later and if a teacher is concerned that a pupil is at risk of sexual abuse, they should follow the school's safeguarding procedures.

Further information about sex and relationship education is available:

- locally through the LA advisory service and local Health Promotion Units;
- from a range of national statutory bodies and voluntary organisations such as:
  - the Sex Education Forum based at the National Children's Bureau,
  - the Department For Education (DFE) website: <http://www.education.gov.uk>

### **Learning Outcomes for SRE within the School**

The Department for Education recommends that all primary schools should have a sex and relationship education programme tailored to the age and the physical and emotional maturity of the children. It should ensure that both boys and girls know about puberty and how a baby is born – as set out in Key Stages 1 and 2 of the National Science Curriculum. All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes. In the early primary school years, education about relationships needs to focus on friendship, bullying and the building of self-esteem.

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By the end of Key Stage 1, pupils will have had opportunities to gain knowledge and skills necessary to build and maintain healthy relationships. They will have considered the effect of their behaviour on other people, and identify and respect differences between people. They will also have discussed different ways in which family and friends care for one another. They will be able to explain ways of keeping clean and they will be able to name the main parts of the human body. They will also be able to explain that people grow from young to old.

By the end of Key Stage 2, pupils will have had the opportunity to express their views and respect those of others. They will have discussed some of the bodily and emotionally changes that occur at puberty and how to deal with these in a positive way. They will have practised skills in making judgments and decisions, and will be able to list some ways of resisting negative peer pressure around issues affecting their health and wellbeing. They will also have considered different types of relationship (*for example, marriage or friendships*), and discussed ways in which people can maintain good relationships (*for example, listening, supporting, caring*).

Year Six children will, in addition, have a programme of study based on the Health Promotion Busy Bodies series.

The programmes focus on:-

**Growing** - physical and emotional changes during puberty.

**How babies are made** - reproduction.

**How babies are born** - the development of the womb and the birth of a baby.

Boys and girls will watch the programmes together but can be split afterwards for separate follow-up discussion with the class teacher. We shall attempt to deal with questions in a sensitive, open, frank and matter of fact way. All questions raised will be responded to, if not always answered, as detailed above, including questions on homosexuality, sexually transmitted diseases, contraception and IVF. Before the programmes are seen by the children, parents will have the opportunity to view the programmes and comment on the content.

### **Working with Parents**

We are committed to working in partnership with parents and any parents with any concerns are always welcome to discuss them with the Head or the child's class teacher.

The home is normally the best place for educating children about human reproduction as parents are often well placed to answer questions naturally as they arise. The school works towards this in partnership with parents.

The school will inform parents/carers when aspects of the SRE programme are taught and will provide opportunities for parents/carers to view the videos and resources being used.

Section 405 of the Education Act 1996 enables parents to withdraw their children from sex education other than the sex education that is in the National Curriculum (such as the biological aspects of human growth and reproduction that are essential elements of National Curriculum Science).

Parents are informed of their legal right to withdraw their child from SRE before the Year 6 programme commences. Any parent wishing to withdraw their child is encouraged to make an appointment with the Head teacher to discuss the matter.

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The SRE guidance states:

*Parents have the right to withdraw their children from all or part of the sex and relationship education provided at school except for those parts included in the statutory National Curriculum...Schools should make alternative arrangements in such cases. The DfE will offer schools a standard pack of information for parents who withdraw their children from sex and relationship education.*

### **Monitoring and Evaluation**

Monitoring of the planning and delivery of sex and relationship education is done through discussion with staff, pupils and parents and carers as well as, when relevant, lesson observations or scrutinising SRE planning.

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