



## Lees Hill C of E Primary School

### Sex & Relationship Policy

---

**POLICY ADOPTED BY FULL GOVERNING BODY: May 2018**

**Name:** Mike Brown

**Position:** Chair of Governors

**Next Review Date:** May 2021

---

According to the 2000 DfEE guidance, Sex and Relationship Education (SRE) is:

**'...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.'**

SRE that begins at a young age and builds to meet the needs of pupils as they grow older can positively contribute to fulfilling relationships and positive experiences later in life. It is not about the promotion of sexual orientation or sexual activity.

Lees Hill Primary School's SRE programme is tailored to the age and the physical and emotional maturity of the children. Delivery of sex and relationship education is not the sole responsibility of schools and therefore we endeavour to work effectively in partnership with parents and others in the wider community.

#### **Aims and Objectives**

- Provide accurate information about and increase understanding of sexual development
- Increase pupils self-esteem
- Develop skills such as communication, risk assessment, managing relationships, decision making, assertiveness and seeking help
- Educate against ignorance, sexism and prejudice and promote equal opportunity.
- Develop awareness and understanding of sexual relationships in positive ways and to enjoy relationships based on mutual respect, dignity and responsibility, free from any abuse.

#### *Pupils will:*

- Develop confidence in talking, listening and thinking about feelings and relationships with focus on friendship, bullying and the building of self-esteem
- Be able to name parts of the body and describe how their bodies work
- Develop an understanding of and pride in their own bodies, accepting variations in rates of growth,
- Develop confidence, a healthy attitude to adjusting to changes and knowledge that this is part of the cycle of life alongside growing responsibility and making the most of their own abilities
- Will know how and when to protect themselves and to ask for help and support
- Develop good relationships and respecting differences between people
- Be prepared to play an active role as citizens
- Develop a safer lifestyle
- Be prepared for puberty before they experience the onset of physical changes

The following specific issues will be addressed in our school's sex and relationship education programme in accordance with agreed appropriate ages. This policy identifies what will be taught in a whole class or smaller group settings and what will be dealt with on an individual basis, in consultation with parents. Teaching is rooted in the PSHE and Science frameworks.

### *Human Life Cycle:*

Children in Years 1-3 will be taught

- That animals including humans, move, feed, grow, use their senses and reproduce
- To recognise, name and compare the main external parts of the bodies of humans
- That humans and animals can produce offspring and these grow into adults
- To recognise similarities and differences between themselves and others and treat others with sensitivity

Children in Years 4-6 will be taught

- That the life processes common to humans and other animals include nutrition, growth and reproduction
- To describe the changes as humans develop to old age.
- To draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

### *Puberty and Menstruation:*

As children reach puberty they need to know and understand how they will change and develop, in order to have confidence in managing the physical and emotional changes. The onset of menstruation can be alarming for girls if they are not prepared. School makes sensitive arrangements to help girls cope with menstruation and with requests for sanitary protection. Children in Y5 and 6 will be taught about physical and emotional changes that occur at puberty.

### *Conception and Birth:*

It is important that the transition year before moving to secondary schools supports pupils' ongoing emotional and physical development effectively.

Both boys and girls in Y6 will be taught about how a baby is conceived and how a baby is born. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

### *Contraception, Abortion, Safer Sex and HIV/AIDS and sexually transmitted infections (STIs):*

It is considered appropriate by the DCSF for secondary schools to provide education about contraception. Lees Hill Primary School governors and parents also believe that abortion, safer sex, HIV/AIDS and STIs are more appropriately taught at secondary school. However if a child asks for further information concerning these topics it will be dealt with on an individual basis, in consultation with parents.

### **Role of Teachers**

Teaching methods need to take account of the developmental differences of children and the potential for discussion on a one-to-one basis or in small groups. Teachers will clarify ground rules thus establishing what is appropriate and inappropriate in a whole-class setting with the children. Teachers may require support and training in answering questions that are better not dealt with in front of a whole class.

Personal beliefs and attitudes of teachers must not influence the teaching of SRE within the PSHE framework. Teachers and all those contributing to SRE are expected to work within the agreed values framework as described in the school's vision and within this policy, in line with current legislation.

There may be rare occasions when a primary school teacher is directly approached by a primary age child who is sexually active or is contemplating sexual activity. This should be viewed as a child protection issue. Schools has a designated a member of staff to deal with these rare incidents.

### *Ground rules:*

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:

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

*Distancing techniques:*

Teachers can avoid embarrassment and protect pupils' privacy by always depersonalising discussions. For example, case studies with invented characters, appropriate educational videos, and educational websites can all help pupils discuss sensitive issues and develop their decision-making skills in a safe environment.

*Dealing with questions:*

If a pupil needs further support, the teacher can refer her or him to an appropriate person, such as the school nurse, helpline, or an outside agency or service. It is important to acknowledge when one doesn't know the answer to a question, 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 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. If a teacher is concerned that a pupil is at risk of sexual abuse, they should follow the school's child protection procedures.

*Personal disclosures:*

Disclosures from pupils may take place at an inappropriate place or time. If this happens, the teacher should talk again individually to the pupil before the end of the school day. The teacher may be able to discuss the issue with an appropriate colleague without giving the name of the pupil. If not, the teacher should follow the school's confidentiality policy.

In such cases there should be a pathway for dealing with the situation:

- The teacher should approach the designated member of staff (or the 2<sup>nd</sup> designate in their absence or the Cumbria LSCB directly as necessary);
- The designated member of staff should address child protection issues as advised by the LSCB to ensure that help is provided for the child and family.

**Role of Parents/Carers**

Parents have a vital role in sex education because they are the key people in:

- Teaching their children about sex and relationships
- Maintaining the culture and ethos of the family
- Helping their children cope with the emotional and physical aspects of growing up
- Preparing them for the challenges and responsibilities that sexual maturity brings

Parents have the right to request support, in confidence, from school directly or indirectly through other professionals (e.g. family support workers) in:

- Helping their children learn the correct names of the parts of the body
- Talking with their children about feelings and relationships
- Answering questions about growing up, having babies, feeling attraction, sexuality, sex, contraception, relationships and sexual health.

Lees Hill CE Primary School always aims to work in partnership with parents, consulting them regularly on the content of sex and relationship education programmes. Reflection around parents' own experiences of sex education can often lead to a productive discussion in which teachers and parents agree sex and relationship education provision for their children. Parents need to understand that the school's sex and relationship education programme will complement and support their role as parents and they can be actively involved in the determination of the school's policy.

### *Parents who withdraw their children:*

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. Such mandatory parts of the curriculum include the biological aspects of human reproduction, anatomy and puberty.

### **Confidentiality**

We must be absolutely clear about the boundaries of teachers' legal and professional roles and responsibilities. Teachers cannot offer nor guarantee absolute confidentiality. It is only in the most exceptional circumstances that schools should be in the position of having to handle information without parental knowledge. Where younger pupils are involved this will be grounds for serious concern and child protection issues should be addressed.

### *Child Protection*

Children cannot learn effectively if they are concerned or frightened about being abused or being the victims of violence in the home. They have a right to expect schools to provide a safe and secure environment. Any fears or worries they bring into the classroom should not go unnoticed by staff. Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, can lead to disclosure of a child protection issue.

If a member of a school's staff (teaching or non-teaching) suspects that a child is a victim of abuse or they have reason to believe that he/she is at risk of abuse, they should follow school procedures for reporting their concerns.

### *Sexuality*

Sex and Relationship Education should include discussion of sexuality in a sensitive manner and should include positive representations of gay people. Discussion of relationships should not be solely about heterosexual relationships and the word 'partner' can be used rather than assuming all girls have or want boyfriends and all boys have and want girlfriends. It is important to encourage tolerance and understanding and not demean or encourage prejudice against people whose sexuality is not shared by the majority.

Challenging sexism and homophobia should form part of the school's approach to equal opportunities.

### **Role of Pupils**

Pupils should be reassured that their best interests will be maintained at all times and as such should feel able to fully engage in the teaching of SRE. They are expected to respect and use the ground rules in lessons. They are encouraged to talk to their parents or carers and are given support to do so.

Pupils should understand that teachers cannot offer unconditional confidentiality. If confidentiality has to be broken, they will be informed first and then supported as appropriate. All pupils are informed of sources of confidential help, for example, the school nurse, child line, GP or local young person's advice service.

### **Monitoring and Review**

The policy will be reviewed at least every three years using a consultative process which identifies teachers', pupils' and parents' feedback on the programme. Confidential questionnaires will form a central part of the review.

This policy will be reviewed every 3 years, or sooner, if necessary.

