

## **Leasowe Primary School Sex & Relationships Policy**

### **Introduction**

**Name of school:** Leasowe Primary School

**Date of Policy:** September 2023

#### **Member(s) of staff**

**Responsible:** Claire Hill

**Review Date:** July 2024

### **Background Information**

This policy was developed by the school Senior leadership

Different views were taken into account when developing this policy and the Sex and Relationships Education (SRE) programme.

### **Policy Statement**

SRE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings (Sex Education Forum 1999).

Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

The 1996 Education Act consolidates all relevant previous legislation and states that all primary schools must provide an up to date policy that describes the content and organisation of SRE provided outside the National Curriculum Science Order. The DfE Sex and Relationship Education Guidance (2000) supports this legislation and recommends that all primary schools should have a sex and relationship education programme tailored to the age and physical and emotional maturity of the children.

Other related policies and documents include the PSHE & Citizenship policy, Anti-Bullying Policy, Child Protection Policy and the Promoting Race Equality document.

### **Aims and Objectives**

This policy is a working document which provides guidance and information on all aspects of SRE in the school for staff, parents/carers and governors. To be accessible to all of these groups the document needs to be available on request and presented in a way that is easy to understand.

### **Moral and Values Framework**

The SRE programme at Leasowe Primary reflects the school ethos and demonstrates and encourages the following values:

- Respect for self;
- Respect for others;
- Responsibility for their own actions;
- Responsibility for their family, friends, schools and wider community.

## Equal Opportunities Statement

The school is committed to the provision of SRE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where pupils with Special Educational Needs are given extra support from SEN staff.

## Content

EARLY YEARS	PRIMARY PHASE YR 1,2,3,4	PRIMARY PHASE YR 5 & 6
<ul style="list-style-type: none"> <li>▪ friends choosing, falling out, making new friends</li> <li>▪ co-operating and team building</li> <li>▪ teasing and aggression</li> <li>▪ best friends</li> <li>• me myself and others</li> <li>• growing from young to old</li> <li>• correct terminology for parts of the body</li> <li>• birth of animals</li> <li>• a new baby in the family</li> <li>• birth of a new family member</li> <li>• families. People who help us</li> <li>• family situations</li> <li>• sharing and caring</li> <li>• love between family members</li> <li>• different family situations</li> <li>• living with one parent</li> <li>• hygiene</li> <li>• playing safe</li> <li>• safe/unsafe</li> <li>• basic rules</li> <li>• places of danger</li> <li>• getting lost</li> <li>• me and my secrets</li> <li>• its OK to tell</li> <li>• worries</li> <li>• touches good and bad</li> <li>• recognising feelings</li> <li>• feeling good</li> <li>• co-operation, sharing and respect</li> <li>• developing self-confidence</li> </ul>	<ul style="list-style-type: none"> <li>▪ respect for others</li> <li>▪ challenging stereotypes</li> <li>▪ celebrating diversity</li> <li>▪ awareness of the needs of others</li> <li>▪ how do others see me?</li> <li>▪ my friends</li> <li>▪ my acquaintances</li> <li>▪ belonging to a community</li> <li>▪ my changing body</li> <li>▪ my changing feelings and emotions</li> <li>▪ types of relationships</li> <li>▪ stereotypes</li> <li>▪ families.</li> <li>▪ belonging to a family</li> <li>▪ what makes a good parent?</li> <li>▪ unconditional love of a parent</li> <li>• different family situations</li> <li>▪ second marriages and merged families</li> <li>▪ hygiene</li> <li>▪ risky behaviour</li> <li>▪ self-respect</li> <li>▪ my personal space</li> <li>▪ good and bad secrets</li> <li>▪ good and bad touches</li> <li>▪ children's rights</li> <li>▪ my support networks</li> <li>▪ who can I tell?</li> <li>▪ self esteem</li> <li>▪ expressing feelings and emotions</li> <li>▪ how feelings affect behaviour</li> <li>▪ recognising changing emotions</li> <li>▪ developing the language of feelings</li> <li>▪ birth of a baby</li> <li>▪ growth of a baby to adolescence</li> <li>▪ caring for a baby – what are the costs?</li> <li>▪ puberty</li> <li>▪ being true to themselves</li> <li>▪ who influences my moral choices?</li> <li>▪ what is meant by a moral code?</li> <li>▪ simple ethical dilemmas</li> <li>▪ the media</li> <li>▪ advertising</li> <li>▪ body image expectations</li> </ul>	<ul style="list-style-type: none"> <li>▪ different types of relationships</li> <li>▪ what constitutes a good relationship</li> <li>▪ resolving relationship problems</li> <li>▪ same sex families including lesbian, gay, bisexual and transgender</li> <li>▪ family argument</li> <li>▪ stepping stones in relationships</li> <li>▪ support systems</li> <li>▪ building self-esteem</li> <li>▪ seeking advice and help</li> <li>▪ keeping safe</li> <li>▪ other issues</li> <li>▪ ambitions and personal goals</li> <li>▪ independence</li> <li>▪ fitting in with peers</li> <li>▪ taking responsibility</li> <li>▪ acceptable social behaviour</li> <li>▪ families</li> <li>▪ parenting</li> <li>▪ unconditional love of a parent</li> <li>▪ trust</li> <li>▪ changing family situations</li> <li>▪ the law and family life</li> <li>▪ keeping safe</li> <li>▪ recognising hazards</li> <li>▪ touching</li> <li>▪ internet use and social networking</li> <li>▪ grooming both online and personally</li> <li>▪ who can help me?</li> <li>▪ keeping safe in sexual relationships</li> <li>▪ domestic violence</li> <li>▪ building self esteem</li> <li>▪ how emotions change during puberty</li> <li>▪ worries and change</li> <li>▪ what is love?</li> <li>▪ responsible behaviour</li> <li>▪ puberty</li> <li>▪ sexual intercourse and conception</li> <li>▪ giving birth and parenting</li> <li>▪ sexuality including lesbian, gay, bi and trans</li> <li>▪ moral dilemmas more difficult ethical problems</li> <li>▪ influences</li> <li>▪ the media</li> <li>▪ advertising</li> </ul>

Age and cultural backgrounds of the pupils were regarded in relation to images used. The range of material used is available to parents/carers.

## Organisation

SRE should not be delivered in isolation but firmly embedded in all curriculum areas, including Personal, Social Health Education (PSHE) and citizenship.

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. Active learning methods which involve children's full participation are used.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of SRE in school.

- Visitors are invited in to school because of the particular expertise or contribution they are able to make;
- All visitors are familiar with and understand the school's SRE policy and work within it;
- All input to PSHE lessons is part of a planned programme and negotiated and agreed with staff in advance;
- All visitors are supervised/supported by a member of staff at all times;
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

Elements of the sex education in the science curriculum are assessed formally. Evaluation of the SRE programme outside the science order is conducted using a variety of informal activities which have been built into the programme. Teachers are required to keep their own personal evaluation of each lesson which are used by the coordinator to inform future planning.

Leasowe Primary School believes in the importance of training for staff delivering SRE. Staff are encouraged to access appropriate training and support to help them deliver effective SRE.

### **Specific Issues within SRE**

#### **Withdrawal**

Parents/Carers have the right to withdraw their children from all or part of the sex and relationships education provided at school except for those parts included in statutory National Curriculum. Those parents/carers wishing to exercise this right are invited in to see the Headteacher who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed. A letter to parents is sent before the start of the topic.

Materials are available to parents/carers who wish to supplement the school SRE programme or who wish to deliver SRE to their children at home.

#### **Confidentiality**

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named safeguarding officer who may confer with the headteacher before any decision is made.

The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

#### **Child Protection**

Effective SRE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

#### **Controversial and Sensitive Issues**

Staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinions.

### **Dealing with Questions**

Both formal and informal questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Coordinator if they are concerned.

### **Sexual Identity and Sexual Orientation**

Leasowe Primary School believes that SRE should meet the needs of all pupils regardless of their developing sexuality (LGBT) and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly, yet sensitively. The school liaises with parents on this issue, to reassure them of the content and context.