

Lynnfield Primary School
Sex and Relationships Policy

<u>Contents</u>	<u>Page</u>
1. Statement of intent	2
2. Legislation	2
3. Framework	2
4. Foundation Stage	3
5. Key Stage 1	3
6. Key Stage 2	4
7. Teaching Strategies	5
8. Materials in school must be in accordance with the PSHE framework and the Law.	5
9. Sensitive Issues	5
i. Puberty	5
ii. Menstruation	6
iii. Establishing ground rules	6
iv. Dealing with questions	6
v. Difficult questions	6
10. Child protection and confidentiality	7
11. Use of Visitors and outside Agencies	7
12. Health professionals	7
13. Roles and Responsibilities	7
i. Governors	7
ii. Executive Headteacher	7
iii. Health and Wellbeing Faculty Lead and PSHCE Coordinator	8
iv. Parents/Carers	8
v. All Staff	8
14. Dissemination	8
15. Monitoring and review	8

1. Statement of intent

At Lynnfield Primary School aim is to prepare pupils to cope with the physical and emotional challenges of growing up, and to give them an elementary understanding of human reproduction.

We aim to provide a framework for effective Sex and Relationships Education within the school environment.

Our Sex and Relationships programme reflects the aims and values of our school and its Governing Body.

2. Legislation

This policy will be compliant with the following guidance:

- DfE 'Sex and Relationship Education Guidance' 2000
- DfE 'Science programmes of study: key stages 1 and 2' 2013

3. Framework

The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development. A successful 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.

The principle underlying the Standard is that effective sex and relationship education is best achieved through a whole-school approach, which ensures that the school's policy is appropriately set for the age and maturity of the pupils. This includes:

- involving parents and carers;
- giving staff appropriate training and support; and
- ensuring that pupils' views are listened to.

Lynnfield Primary School has decided to adopt the programme of study developed by the PSHE association.

<http://www.pshe-association.org.uk/uploads/media/27/7851.pdf>

These three elements will be addressed in the spiralling programme of study set out in the PSHE association programme of study.

This programme of study is based on three core themes within which there will be a broad overlap and flexibility:

- i. Health and Wellbeing
- ii. Relationships
- iii. Living in the Wider World

SRE is covered within Relationships.

4. Foundation Stage

Early Learning Goals

i. **Physical Development: Health and Self Care**

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

ii. **Personal, Social and Emotional Development: Managing Feelings and Behaviour**

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

iii. **Personal, Social and Emotional Development: Making Relationships**

Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

5. Key Stage 1

Pupils should have the opportunity to learn:

- to communicate their feelings to others, to recognise how others show feelings and how to respond
- to recognise how their behaviour affects other people
- the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises
- to recognise what is fair and unfair, kind and unkind, what is right and wrong
- to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class
- to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)
- to offer constructive support and feedback to others
- to identify and respect the differences and similarities between people
- to identify their special people (family, friends, carers), what makes them special and how special people should care for one another
- to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)
- that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
- to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say
- that there are different types of teasing and bullying, that these are wrong and unacceptable
- how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help

6. Key Stage 2

Building on Key Stage 1, pupils should have the opportunity to learn:

- to recognize and respond appropriately to a wider range of feelings in others
- to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
- to recognise ways in which a relationship can be unhealthy and who to talk to if they need support.
- to be aware of different types of relationship, including those between friends and families, civil partnerships and marriage
- that their actions affect themselves and others
- to judge what kind of physical contact is acceptable or unacceptable and how to respond
- the concept of ‘keeping something confidential or secret’, when we should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’
- to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view
- to work collaboratively towards shared goals
- to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves
- that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see ‘protected characteristics’ in the Equality Act 2010)
- to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help)
- to recognise and manage ‘dares’
- to recognise and challenge stereotypes

All children, including those who develop earlier than 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.

Meeting these objectives requires a graduated, age-appropriate programme of sex and relationship education. 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 may require support and training in answering questions that are better not dealt with in front of a whole class.

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

We have set clear parameters on what children will be taught in the transition years before moving to secondary school. This will include: changes in the body related to puberty, such as periods and voice breaking; when these changes are likely to happen and what issues may cause young people anxiety and how they can deal with these.

7. Teaching Strategies

Teaching strategies will include an emphasis on active learning, enquiry, discussion and participation in Citizenship activities. Pupils develop their knowledge, skills and understanding working together, making decisions and reflecting on their experiences.

SRE requires sensitive teaching methods to particular needs and concerns of pupils. The teaching may take place in whole class, small group or as individuals, in circle time, mixed or single sex groups.

Teachers will be aware and thus use their professional judgement when classes include pupils from ethnic minorities.

Teachers will establish clear ground rules of what is appropriate and inappropriate in a whole class setting. If a question is too personal/too explicit, is inappropriate for the whole class, or raise concerns about sexual abuse, the teacher will acknowledge it and promise to attend to it later on an individual basis. The teacher is responsible for ensuring that they follow this up at an appropriate time.

Teachers are aware of the procedures set down in the Confidentiality Policy.

A carefully planned programme of study has been planned throughout the Key Stages.

8. Materials in school must be in accordance with the PSHE framework and the Law.

Inappropriate images should not be used nor should explicit material not directly related to explanation. Schools should ensure that pupils are protected from teaching and materials which are inappropriate, having regard to the age and cultural background of the pupils concerned.

9. Sensitive Issues

i. Puberty

Boys and girls need to be prepared for puberty. Lynnfield Primary School will need to plan the appropriate age to do so, in consultation with parents/carers

If sex and relationships education is established within a context of PSHE at primary level, as children reach puberty they will know and understand that they will change and develop, and will have confidence in managing the physical and emotional changes. Clear parameters will be set as to what will be taught in a whole class setting and what will be dealt with on an individual basis.

ii. Menstruation

The onset of menstruation can be alarming for girls if they are not prepared. Research shows that about a third of girls are not told about periods by their parents and 10% receive no preparation at all before their first period. As with education about puberty, programmes will include preparation for menstruation.

Lynnfield Primary School has made adequate and sensitive arrangements to help girls cope with menstruation –disposal units are placed in the upper school toilets and sanitary protection can be provided at the school office.

iii. Establishing 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. Ground rules might be developed as part of the school's sex and relationship education policy or individually with each class or year group.

iv. Dealing with questions

Both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupil concerned.

- Use specific ground rules for this work which will clarify boundaries for children/young people
- Clarify that personal questions should not be asked
- If a teacher doesn't know the answer this should be acknowledged.
- Clarify that pupils should not give out personal information in class but speak to someone they trust after the lesson, e.g. school nurse, teacher

v. Difficult questions

- 'Silly questions': children are testing boundaries and have no interest in the answer. In this case, teachers will not answer questions, and explain that they are inappropriate.
- 'Concerning questions': these could possibly be indicative of safeguarding issues. In this case, teachers will follow the school safeguarding procedures.
- 'Genuine questions': the child has a genuine but age inappropriate question. In this case, the child's question will be acknowledged, with a promise to return to it later. The class teacher will then consult with the child's parents, and discuss if they would like to answer, or they want school to answer, in the case of the latter, it will be discussed with parents how much information they are happy for their child to have.

10. Child protection and confidentiality

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, may lead to disclosure of a child protection issue. The staff member will inform the Executive Headteacher/Designated Safeguarding Lead (DSL) in line with the school's procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

11. Use of Visitors and outside Agencies

Where visitors and outside agencies are involved, their contribution must have been planned as part of an overall programme of Sex and Relationships Education. Their contribution should complement the teaching already taking place in the school.

12. Health professionals

We are already working closely with health professionals in the development and implementation of their sex and relationship education programmes. Health professionals such as doctors and nurses (especially school nurses) have much to offer:

- they can work closely with teachers in supporting sex and relationship education in the school (complementing the role of the teacher);
- between the school and other relevant professionals and services such as local GPs
- they can tell pupils about the health services that are available in the area and help them develop the confidence and skills to make good use of them;
- they can give pupils confidential support and advice, perhaps through services such as drop-in sessions.

Health professionals who are involved in delivering programmes are expected to work within the school's sex and relationship education policy and on the instructions of the head teacher. However, when they are in their professional role, such as a school nurse in a consultation with an individual pupil, they should follow their own professional codes of conduct (this is the case irrespective of who is paying them)

13. Roles and Responsibilities

i. Governors

As part of their general responsibilities for the management of the school, the governors play a key role in the development of the school's Sex and Relationships policy. They will continue their involvement through regular evaluation of it.

ii. Executive Headteacher

The Executive Headteacher takes overall responsibility for this policy and its implementation, and for liaison with the governing body, parents/carers and LA, also appropriate agencies.

iii. Health and Wellbeing Faculty Lead and identified Personal, Social, Health Education and Citizenship Coordinator

The coordinator, together with the Executive Headteacher, has a general responsibility for supporting other members of staff in the implementation of this

policy and will provide a lead in the dissemination of the information relating to Sex and Relationships education and the provision of in-service training.

iv. Parents/Carers

Parents/carers are the key people in teaching their children about Sex and Relationships, by,

- 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/carers need to know that the school's Sex and Relationships education programme will compliment and support their role as parents and that they can be actively involved in the determination of the school's policy.

Parents/carers will be encouraged to support the school's Sex and Relationships education and have access to this policy.

v. All Staff

Sex and Relationships education is a whole school issue. All staff both teaching and non-teaching should be aware of the policy and how it relates to them.

14. Dissemination

This policy will be made available to all members of the Governing Body and all teaching and support staff. Parents/carers can access this document, a copy of which will be available on line and from the school office.

Reference copies will be available from the Executive Headteacher for all other persons who come into contact with the children.

15. Monitoring and review

Lynnfield Primary School will be reviewed every two years by the Executive Headteacher, PSHE Co-ordinator and the Governing body.

Review Date: August 2019

Reviewed by: S. Sharpe

Approved by Governors:

Next Review Date: August 2020