



THE LIMES

PRIMARY ACADEMY

“Growing Learners for Life”

Sex and Relationships Policy

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Collaboration Curiosity Responsibility Resourcefulness Resilience Reflectiveness



The Limes Primary Academy is set in Oulton, on the coastal-town location of Lowestoft in Suffolk. The school will take children from Nursery (age three) up to Year Six (age eleven). In September, there will be approximately 90 children on roll with two teachers, supported by learning support assistants/Early Years Practitioners. The school will be predominantly made up of White British children, although there is a percentage of EAL learners and some children will come from minority ethnic backgrounds. Most children will be of Christian denomination; however, some do come from other faiths.

Definition of Sex and Relationship Education

Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health.

Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age.

Moral and Values Framework

Sex and relationship education will reflect the values of the PSHE and Citizenship programme. SRE will be taught in the context of relationships. In addition, SRE will promote self-esteem and emotional health and well-being and help children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

Aims and Objectives for Sex and Relationship Education

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self-esteem and confidence, especially in their relationships with others;
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support
- To develop skills for a healthier safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood

How sex and relationship education is provided and who is responsible for providing it

Mrs Kate Cracknell (Headteacher) is the designated teacher with responsibility for coordinating sex and relationship education.

Delivery of Sex and Relationship Education is the responsibility of the Class Teacher. However outside agencies, for example the school nurse may also have an input, although always in line with our school ethos. Parents are asked to support the teaching at home.

Sex and relationship education is delivered through Science, RE, PSHE & C, Literacy activities, and circle time. A range of teaching methods which involve children's full participation are used to teach sex and relationship education. These include use of video, discussion, looking at case studies, drama and role-play. Sex and relationship education is usually delivered in mixed gender groups however, there may be occasions where single gender groups are more appropriate and relevant.

Broadly, the National Curriculum Science (2014) outlines the following coverage:

Key Stage 1

Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Key Stage 2

Pupils should be taught to:

- describe the life process of reproduction in some plants and animals.
- describe the changes as humans develop to old age.

Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, Special Educational Needs, disadvantaged and looked after children.

It is our intention all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision if required for those children with Special Educational Needs.

Such a programme can successfully follow the outline given below:

Early Years

- Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

Key Stage 1

- Through work in science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce.
- They learn about the importance of personal hygiene to maintain good health. In RE and Citizenship children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.
- They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them.
- They also learn about personal safety.

Key Stage 2

- In science children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby on years 5 & 6.
- Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In RE and PSHE & C, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.
- Sex and relationship education should focus on the development of skills and attitudes not just the acquisition of knowledge.

Pupils in Years 5 and 6 are taught specifically about the physical differences between boys and girls. The school uses a set DVD's recommended by the NHS (see below), which are shown to Years 5 and 6. In Year 6 the basic biology of human reproduction and the physical changes of puberty are taught. Depending on the maturity and make-up of the class, the time in which the curriculum is delivered in Year 5 and Year 6 is decided upon by the Class Teacher in discussion with the Senior Leadership Team.

In Years 5 and 6, there is a separate session for girls with a female member of staff to talk about issues involved in the menstruation cycle.

Resources to teach sex and relationship education include fiction, reference books, leaflets and extracts from videos.

Channel 4 Living and Growing video Unit 1, 2 & 3 plus work books.

Unit 1	5-7yrs Differences / How did I get Here? / Growing up
Unit 2	7-9 yrs Changes / How babies are made / How babies are born
Unit 3	9-11yrs Girl talk / Boy talk / Let's talk about sex

Available from 4 Learning, PO Box 400 Wetherby LS23 7LG Tel 08701 246444

Parental consultation

The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to view the videos and resources being used. All parents/guardians have a right to withdraw their child from all or part of SRE at school except for those parts included in the statutory National Curriculum.

Year 5 and Year 6 class teachers write to parents/guardians at the start of the term in which material outside the National Curriculum will be delivered. This letter will provide brief details of what will be taught and will request parents who do not wish their child to attend all or some of these sessions to respond to the Class Teacher. We will make alternative arrangements for withdrawn children. However, by working in partnership with parents we hope that they recognise the importance of this aspect of their child's education.

Safeguarding / 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 safeguarding issue. The staff member will inform the Head Teacher /Designated Safeguarding Lead in line with the LA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs or direct the child to speak with their parents/carers.

Monitoring and Evaluation

Monitoring is the responsibility of the Headteacher, named governor and teacher with responsibility for sex and relationship education. The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents/carers.

The effectiveness of the SRE programme will be evaluated by assessing children's learning and implementing change if required.