

Lingham Primary School

Sex & Relationships Policy



Lingham Primary School
Approved by Governors: 28/11/2017
Updated: November 2017
Review Date: December 2018

Lingham Primary School
Sex and Relationship Education Policy

Date of Policy: September 2017

Member of Staff Responsible: Miss H Jones, Mrs J Hutchinson

Governor Responsible: Ceri Jones

Policy Formulation

We have written this policy, following meetings held with the school nurse, the Health Improvement Co-ordinator, the science co-ordinator the Head teacher, and a member of the Governing Body. The policy has been distributed to Governors for discussion.

School Mission Statement

At Lingham School we create a stimulating and caring environment where we all feel happy, secure and valued. Children and staff are encouraged to aim high and believe in themselves in order to maximise their achievement. We encourage children to become successful citizens showing consideration and respect for others.

Aims

The Sex and Relationship education within the school aims to provide opportunities for pupils to develop the skills, knowledge and understanding they need to lead confident, healthy, independent lives, without prejudice and become informed and active citizens. The work aims to be delivered in an accepting and honest way which enables young people whatever their gender or sexuality to contribute, engage and contribute to.

Objectives

- ❖ To develop pupils' confidence and self esteem.
- ❖ To develop pupils' knowledge about healthier lifestyles in order that they are able to make informed decisions. To enable young people to develop the ability to understand the consequences of their decisions and actions.
- ❖ To provide pupils with accurate, factual knowledge that they will draw upon when they become sexually active.
- ❖ To provide opportunities for young people to develop effective, fulfilling relationships.
- ❖ To provide opportunities for young people to develop an understanding of, and respect for, difference.
- ❖ To enable young people to develop the skills necessary to protect themselves from exploitation.

Moral Values and Framework

The sex and relationship education programme will reflect the school ethos and demonstrate and encourage the following values:

- ❖ Respect for self and others.
- ❖ Respect for difference.
- ❖ Responsibility for their own actions.
- ❖ Responsibility for their family, friends and wider community.
- ❖ The rights of the individual.
- ❖ Equality.

'Methodology'

The work in this area of the curriculum should be delivered within the aims and objectives stated above and delivered through inter-active methods e.g. group work, role-play and discussions. The use of worksheets, except to reinforce learning or test knowledge is not encouraged. This area of the curriculum will be delivered through PSHE lessons.

Classroom arrangements

The work will be delivered in mixed sex groups, however some single sex group sessions may be held, as appropriate, when introducing puberty (this is scheduled to be taught in Year Five and Year Six).

Resources:

- Resources support the school's agreed aims, the aims of lessons and the objectives and values framework for SRE
- Resources conform to the legal requirements of SRE
- Resources are appropriate to the needs of the pupils
- Resources avoid racism, sexism, gender and homophobic stereotyping
- Resources portray positive images of a range of young people
- Resources can be used as discussion materials
- Resources are adaptable for use with all pupils
- Resources are factual and up to date
- Clear instructions on use of the resources are included - pupil and teacher information is separated and where appropriate handouts can be photocopied
- Resources are well designed, durable and easy to both understand, use and store
- Resources contribute to a broad, balanced PSHE & C curriculum
- Resources encourage active and participatory learning methods

Cross- Phase Liaison

The PSHE co-ordinator will liaise, where possible, with the secondary schools to ensure coherence and a developmental approach, which will contribute to and build on the work already undertaken.

Working with Parents

The school is committed to working with parents as part of its work towards being a healthy school. Parents can, under section 405 of the Education Act 1996, withdraw their child from sex and relationship education lessons:

*"If any parent of any pupil... requests that s/he may be wholly or partly excused from receiving sex education at the school, the pupil shall, **except**, in so far as the education is comprised in the National Curriculum, be so excused accordingly until the request is withdrawn."*

Parents wishing to exercise this right are invited to see their child's classteacher who will explore their concerns and discuss any impact that such an action may have on their child, including the possible negative experiences or feelings that may result.

Sex and Relationship Education materials will be made available to parents who wish to supplement the school programme. The policy is available to parents on request.

Child Protection

The school has a Child Protection Policy, which is available on request.

Confidentiality and disclosure.

It is the responsibility of the school to support young people but no individual should guarantee a child absolute confidentiality. However in the event of any disclosure all staff will follow school Child Protection Policy.

Young people should be made aware that 'confidences' might be shared among the staff of the school if that is seen to be beneficial for the young person's well-being and/or the teacher's ability to deal with the issue. Young people should be made aware that under the **Children Act 1989** adults "may do what is reasonable in all the circumstances of the case for the purpose of safeguarding or promoting the child's welfare."

Answering Difficult Questions

The teacher should establish with the young people, a set of ground rules so that young people are aware of the parameters. For example:

- ❖ If a question is too personal, remind the young person about the ground rules.
- ❖ If the young person needs further support, refer them to the school health advisor, school counsellor, help line or outside agency or service.
- ❖ If a question is too explicit, acknowledge it and meet with the young person later. (It is important to remember to never meet with a young person on own whilst also respecting the request of confidentiality of the young person.)
- ❖ If the answer to a question is not known- say so. The class and teacher can research the information together.
- ❖ Any concern about sexual abuse should be followed up under the child protection procedures.

Staff guidance.....

'Answering Difficult Questions', ie; if a question is too personal, remind children of ground rules. Use anonymous question box and inform pupils the questions will be filtered. If children need additional support the staff can refer to School Health Advisor, counsellor, or help from another outside agency. If a question is too explicit, acknowledge it and offer to discuss it with young person outside of the lesson, however there are questions that staff will not answer and children will be guided to their parent/ carers. Any question of sexual abuse should be followed up using Child Protection procedures.

The Use of Visitors

The school will follow the LA policy as outlined in "The Use of Visitors" in the Guidance for Schools on Drug Education. The schools policies regarding confidentiality, disclosure and child protection will be made clear to any visitors. The school only use competent education/facilitators who are aware of their roles and responsibilities.

Procedures for Policy Monitoring and Evaluation

Young people and staff will be consulted every year about the content and delivery of the sex and relationship programme. This will further inform the policy development. Parents will be consulted every two years about the policy.

The overall responsibility for the policy monitoring and evaluation remains with the Governing Body.

Dissemination of Policy

The policy will be disseminated through parent's evenings and will be outlined within the school prospectus. Each class will receive a copy of the policy which will be discussed at their level and if appropriate displayed in each room.

This policy/document was reviewed by:-

Signed.....

Date:

Position.....

Signed.....

Date:

Position.....

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