

# Langley Park Primary School

SRE Policy  
February 2017



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## Sex and Relationships Policy

**This policy should be read in conjunction with all safeguarding children, equality, diversity, disability, racial and gender schemes and policies.**

**1. Name of School: Langley Park Primary**

**Date of Policy: February 2017**

This policy was developed in response to Sex and Relationship Education Guidance DfES 2000, the National Teenage Pregnancy Strategy and National Healthy Schools Programme.

**2. Consultation**

**The Consultation Process as Involved:**

- Review of SRE curriculum content with staff and pupils
- Consultation with wider school community e.g. school nurse, EDS,
- Consultation, agreement and implementation of policy by school governors
- Consultation with parents / carers

**3. What Is Sex and Relationship Education?**

SRE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

**4. Principles and Values**

In addition Langley Park Primary believes that SRE should:

- be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- be an entitlement for all pupils in our care.
- encourage every pupil to contribute to the school community that aims to support each individual as they grow and learn.
- be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of diversity.
- encourage pupils and staff to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment.
- recognise that parents and carers are the key people in teaching their children about sex, relationships and growing up.
- recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals

**Sex and Relationship Education in this school has three main elements:**

### **Personal and Social Skills**

- managing emotions within relationships confidently and sensitively.
- developing positive self esteem and confidence.
- developing and demonstrating self-respect and empathy for others.
- making informed choices with an absence of prejudice.
- developing an appreciation of the consequences of choices made.
- managing conflict.
- empower pupils with the skills to be able to recognise inappropriate/ uncomfortable situations and/or behaviours with their peers and adults.

### **Attitudes and Values**

- learning the importance of values, individual conscience and moral choices.
- valuing family life, stable and loving relationships, and marriage.
- learning about the nurture of children.
- demonstrating the values of respect, love and care.
- exploring, considering and understanding moral dilemmas.
- developing skills including negotiation and decision making.
- challenging myths, misconceptions and false assumptions.

### **Knowledge and Understanding**

- learning and understanding about physical and emotional development at appropriate stages.
- learning about reproduction, human sexuality, personal health, emotions and relationships.
- learning about where to go for help or advice in school and how to access a range of local and national support agencies.

## **5. Aims**

The aim of SRE at Langley Park Primary School is to provide balanced factual information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our SRE programme aims to prepare pupils for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- have the confidence and self esteem to value themselves and others
- have the skills to develop and foster positive relationships
- understand the consequences of their actions and behave responsibly within personal relationships.
- control their emotions, be resilient and move on
- communicate effectively by developing the appropriate language for sex and relationship issues.
- have sufficient information and skills to protect themselves in a variety of situations.
- be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.

## 6. Organisation and Content of Sex and Relationship Education

We deliver sex and relationship education primarily through our personal, social and health education programme (PSHE) and Science lessons at foundation stage, KS1 and KS2. We use a combination of resources and materials from the Learn 4 Life and Lucinda and Godfrey schemes of work.

In PSHE we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty. For example, we tell the boys that their voices will change during puberty and we explain to the girls about menstruation. We encourage the children to ask for help if they need it.

In Science we follow the guidance material in the national scheme of work. In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

In Year 5 and Year 6 we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Authority, in particular the school nurse, to provide advice and support to the children. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children

Class teachers generally deliver the PSHE curriculum with support from professionals where appropriate. School staff are usually the best people to work with the pupils on many of the SRE topics as they are aware of each pupil's individual circumstances.

Any SRE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When pupils ask questions, we aim to answer them honestly at an age appropriate level and within the ground rule established at the start of the sessions. If it is felt that answering a specific question would involve information at a level inappropriate to the age and development of the rest of the pupils, the question will be dealt with individually at another time.

Assessment is carried out at appropriate times and involves teacher, pupil and peer assessment of knowledge and understanding, skills, and attitudes.

## 7. Inclusion

### *Pupils with Special Needs*

We will ensure that all pupils receive sex and relationship education, and we will offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary

### *Ethnic, Cultural and Religious Groups*

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents /carers to discuss any concerns with the Head teacher.

## **8. The role of parents**

The school is well aware that the primary role in children's sex and relationship education lies with parents/ carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school's sex and relationship education policy and practice;
- answer any questions that parents may have about the sex and relationship education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex and relationship education in the school;
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- inform parents about the best practice known with regard to sex and relationship education, so that the teaching in school supports the key messages that parents and carers give to children at home.

**8.2** Except for those parts included in the statutory National Curriculum (i.e. in Science lessons) parents have the right to withdraw their child from the sex and relationship education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex and relationship education lessons, they should discuss this with the head teacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard. Parents are welcome to review any SRE resources the school uses.

## **9. Confidentiality and Safeguarding**

It should be made clear to pupils that all adults in school cannot guarantee absolute confidentiality. This should be made clear when forming the class Ground Rules.

Teachers will respond if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the head teacher. The head teacher will then deal with the matter in consultation with health care professionals. (See also Child Protection Policy.)

Health professionals in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse.

## **10. Monitoring and Review**

It is the responsibility of the Head teacher/ Leadership Team to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHE programme will be treated as a subject and will be involved in a yearly monitoring and evaluation exercise led by the Leadership Team.

The Governing body, in partnership with staff, oversee, review and organise the revision of the sex and relationship education policy and curriculum.

Mrs C Turner

Implementation Date: June 2014 (by L. Curtis)

Reviewed: February 2017 (by C Turner)

Next review date: Feb 2018