

Laleham Gap School – LGS11 Sex & Relationship Education Policy

Kent County Council

Education Learning and Skills Directorate



Date: July 2017

Next Review: July 2019

Owner: Assistant Head Teacher

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Laleham Gap School – LGS11 Sex & Relationship Education Policy

1. Security Protective Marking

Not protectively marked

2. Summary of Change

3. Introduction

The Governing Body of Laleham Gap School acknowledges both statutory provision and intentionality within Equality; Diversity and Direct Discrimination legislation* culminating in the Equality Act 2010 (effective from 1 October 2010) in drafting and reviewing this school policy. The Governing Body actively seeks to promote policy measures to cease inequality, all forms of discrimination and enhance opportunity and well-being within every aspect of the school's business for pupils, staff, governors and community stakeholders. The issue of Sex and Relationships is reflected in several of the documents which make up the Staff Handbook, the School Development Plan, Staff Structures and other policy documents.

3.1 The UK has by far the highest rate of teenage pregnancies in Europe and the evidence suggests that children are becoming sexually active at an earlier age.

Sex and Relationships Education (SRE) is a key aspect of Personal, Social and Health Education at Laleham Gap School. As such, it is more than the biology of reproduction, and is taught within the context of caring relationships. The Sex and Relationships Education at primary school forms a foundation for further work in secondary school and the skills and attitudes developed will enable the children to lead healthy lives.

At Laleham Gap School we have based our SRE policy on the DFES Guidance Document (DFES 0116/2000). In this document SRE is defined as:

Learning about physical, moral, and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is about the teaching of sex, sexuality and sexual health.

SRE is part of the Personal Social and Health Education curriculum in the school. While we use SRE to inform pupils about sexual issues, we do this with regard to matters of morality and individual responsibility in a way that allows pupils to ask and explore moral questions. We do not use SRE as a means of promoting any form of sexual orientation

3.2 The purpose of teaching SRE is to ensure that pupils learn about issues in a caring and informed way, which dispels any myth they may have acquired.

4. School Policy & Procedures

4.1 DELIVERING SEX AND RELATIONSHIPS EDUCATION – PRIMARY SCHOOL

PHSE is taught throughout the school; discretely but also as an integral part of daily school life and across other areas of the curriculum. This equips the students with the knowledge, skills and attitudes necessary for them to talk listen and think about both facts and feelings as they explore issues around how their bodies are changing and developing, sex and relationships.

The class teachers of Years 5 and 6 will work in conjunction with the school medical team to sensitively and appropriately prepare students for the onset of puberty and the basic facts about the process of conception, pregnancy and birth.

OUTLINE OF SRE CONTRIBUTIONS TO PHSCE PROGRAMME AS COVERED AT LALEHAM GAP PRIMARY SCHOOL

Science

Pupils should learn

- That the life processes common to humans and other animals include nutrition, growth and reproduction
- The main stages of the human life cycle
- That animals including humans move, feed, grow, use their senses and reproduce
- Recognise and compare the main external parts of the bodies of humans
- That humans and animals can produce offspring and these grow into adults
- To recognise similarities between themselves and others and to treat others with sensitivity.

PSHCE

Students should be able to:

- Recognise and tell others what they are good at
- Express opinions for example about relationships and bullying
- Listen to, support their friends and manage their friendship problems
- Recognise their changing emotions with family and friends and be able to express their feelings
- Recognise the pressure of unwanted and inappropriate physical contact and how to deal with it
- Ask for help from a range of adults they know and can trust Recognise and challenge stereotypes in relation to gender.

Students should know and understand:

- The basic facts about the processes of conception, pregnancy and birth
- The physical and emotional changes that take place at puberty, why they happen and how to manage them

- About different forms of bullying people and the feelings of both the victims and the bullies
- That safe routines can lessen the spread of viruses including HIV
- The many relationships in which they are involved
- About different family arrangements, including the place of marriage
- How the media impact on forming attitudes
- Where individuals and families go to get reliable information
- Accept a wide range of different family arrangements.

Have thought about:

- The diversity of lifestyles and why respect for diversity is important
- Why it is important to consider others' point of view, including their parents
- Why being different can provoke bullying and why this is unacceptable
- When it is important to take a risk and when to say no or seek help
- The diversity of values and customs in the school and community

Students should be able to:

- Recognise and express pride in themselves and recognise and name the basic feelings of happy, sad, frightened and angry
- Make a friend and talk with them
- Share feelings with others
- Recognise when they feel safe or unsafe
- Use simple safety rules
- Identify and talk to someone they trust when they are worried.

Students should know and understand:

- Agreed names for the sexual parts of the body
- That both babies and pets have needs
- That they have some control over their actions and their bodies □ The basic rules for keeping safe and healthy
- What places are safe and which people are safe.

Have thought about:

- Their responsibility in caring for younger children and their pets
- Why families are Special for caring and sharing
- Why teasing is hurtful

CROSS-CURRICULAR LINKS

All curriculum areas make a contribution to SRE. Some subjects make a clear contribution such as Science and PSHE, whilst other subjects make a less obvious but important contribution:

- Literacy – discussion of specific relationships and moral dilemmas
- RE – discussion of family and marriage
- History and Geography – discussion of wider social issues
- Art and Music – discussion of feelings and emotions within relationships
- Whole school assemblies

4.2 DELIVERING SEX AND RELATIONSHIPS EDUCATION – SECONDARY SCHOOL

SRE is taught to all pupils specifically through PSHE but also through other subjects (e.g. Science, L2L and PE) where we feel that they contribute significantly to a pupil's knowledge and understanding of their own body and how it is changing and developing.

KS4 pupils have additional sessions one full day in year 10 and half a day in year 11 to further reinforce work already covered.

The medical team may also be available to advise and assist.

5. Outline of SRE contribution to PHSCE programme as covered at Laleham Gap Secondary School

5.1 SCIENCE

Students should learn

- That the life processes common to humans and other animals include nutrition, growth and reproduction
- The main stages of the human life cycle
- That animals including humans move, feed, grow, use their senses and reproduce
- Recognise and compare the main external parts of the bodies of humans
- That humans and animals can produce offspring and these grow into adults
- To recognise similarities between themselves and others and to treat others with sensitivity.

5.2 PSHCE/LEARNING TO LEARN

Students should be able to:

- Recognise and tell others what they are good at
- Express opinions for example about relationships and bullying
- Listen to, support their friends and manage their friendship problems
- Recognise their changing emotions with family and friends and be able to express their feelings
- Recognise the pressure of unwanted and inappropriate physical contact and how to deal with it
- Ask for help from a range of adults they know and can trust □ Recognise and challenge stereotypes in relation to gender.

Students should know and understand:

- The basic facts about the processes of conception, pregnancy and birth
- The physical and emotional changes that take place at puberty, why they happen and how to manage them
- About different forms of bullying people and the feelings of both the victims and the bullies

- That safe routines can lessen the spread of viruses including HIV
- The many relationships in which they are involved
- About different family arrangements, including the place of marriage
- How the media impact on forming attitudes
- Where individuals and families go to get reliable information
- Accept a wide range of different family arrangements.

Have thought about:

- The diversity of lifestyles and why respect for diversity is important
- Why it is important to consider others' point of view, including their parents
- Why being different can provoke bullying and why this is unacceptable
- When it is important to take a risk and when to say no or seek help
- The diversity of values and customs in the school and community

5.3 CROSS-CURRICULAR LINKS

All curriculum areas make a contribution to SRE. Some subjects make a clear contribution such as Science and PSHE, whilst other subjects make a less obvious but important contribution:

- Literacy – discussion of specific relationships and moral dilemmas
- RE – discussion of family and marriage
- History and Geography – discussion of wider social issues
- Learning to Learn, Art and Music – discussion of feelings and emotions within relationships

6. Parents/Carers and Sex and Relationships Education

We appreciate the sensitivity and concerns some parents/carers may feel towards SRE and therefore we invite parents/carers to borrow the materials we use in school. We believe that for the students to achieve the desired objectives a positive and united relationship must continue to exist between home and school and we would encourage discussion about this area of the curriculum at home.

In promoting this objective we:

- Inform parents/carers about the school's SRE policy and practice.
- Answer any questions that parents/carers have about SRE and their child.
- Take seriously any issues that parents/carers raise with teachers or governors about this policy or the arrangements for SRE in the school.
- Encourage parents/carers to be involved in reviewing the school policy and making modifications as necessary.
- Inform parents/carers about the best practice known with regard to SRE, so that the teaching in school supports the key messages that parents/carers give to children at home.

Parents and carers have the right to withdraw their children from that part of the SRE programme that is delivered through PSHE (though not from those elements taught through science).

Parents/carers who wish to withdraw their children from this aspect of SRE should discuss this with the Head Teacher.

7. Differentiation and Special Educational Needs

We recognise that all children will have varied life experiences and a range of feelings and attitudes. Lessons will allow all perceptions to be articulated and all contributions will be valued and respected.

Teachers may need to use different resources, activities or provide specific support depending on the needs of pupils. Teaching points need to be conveyed using language that is accessible to the students.

8. Equal Opportunities

Laleham Gap School is committed to working towards equal opportunities in all areas of school life. We aim to avoid stereotyping and believe that pupils' religious beliefs and cultural differences should also be respected.

9. Confidentiality

Teachers should conduct SRE lessons in a sensitive manner and with consideration for the need for confidentiality; but should issues of disclosure regarding inappropriate sexual behaviour/activity arise, then the teacher will take the matter seriously and deal with it as a matter of child safeguarding. In such cases, procedures as laid down in the Child Protection Policy will be followed.

10. Monitoring and Review

The school Learning and Development Team of the Governing Body monitors the SRE policy on an annual basis. This team reviews and ratifies the policy and informs the full governing body when it has done so. Governors require the Head Teacher to keep a written record of the content and delivery of the SRE programme that is taught at Laleham Gap School.

11. Equality Impact Assessment

This policy has been assessed with regards to its relevance to race and diversity equality. As a result of this assessment, this policy has been graded as having a low potential impact.