



Sex and Relationships Education Policy (SRE)

Rationale

At The Lyceum, we believe that Sex and Relationship Education (SRE) is life long learning about physical, moral and emotional development. It is about then understanding of the importance of stable, loving and caring relationships and respect, love and care for family life. It involves acquiring information and skills and forming positive believes, values and attitudes.

Moral and Values Framework

SRE at The Lyceum reflects the values of the school and works alongside the PSHE and Science programmes of study which includes the context of friendships, relationships, rights and responsibilities.

In addition, SRE will promote self-esteem and emotional health and well-being and help pupils 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

The aim of SRE is to provide children with age-appropriate information to explore attitudes and values and develop skills in order to empower them to make positive decisions about their health and sexual behaviour. At The Lyceum, we believe that SRE is an entitlement for all young people, set within the wider school context and that it should support family contentment and love, respect and affection, knowledge and openness. Our aim is to generate an atmosphere where questions and discussion on sexual matters can take place without stigma or embarrassment and this should take place with consideration to the different family units and cultures within the school.

We recognise that parents are the key people in teaching their children about sex, relationships and growing up and our aim is to work in partnership with parents and pupils.

The objectives of Sex and Relationship Education are:

- 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 friendships and 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) when dealing with problems within their relationships
- To provide the confidence to be participating members of society and to value themselves and others
- To help pupils gain access to information and support
- For pupils to develop skills for a healthier, safer lifestyle
- For pupils to develop and use communication and assertiveness skills to cope with the influences of their peers and the media

- To help pupils respect and care for their bodies
- To help pupils be prepared for puberty and adulthood
- To help pupils understand which parts of their bodies are private and have the confidence to stand up for themselves and say no, if they feel someone is behaving inappropriately

The teaching programme for Sex and Relationship Education: Legal requirements

In line with government guidelines, parents have the right to withdraw their children from any or all parts of The Lyceum's programme of sex education, other than those elements which are required by the National Curriculum Science programme. Letters are issued to parents prior to SRE lessons. Parents are encouraged to speak with the PSHEE Coordinator or school nurse if they have any questions or concerns. Those wishing to withdraw their child from SRE are requested to write to the Head Teacher

Parents do not have the right to withdraw their child/children from the teaching of the biological aspects of human growth and reproduction. Parents have the right to withdraw their child/children from the PSHE and Circle Time elements of the curriculum that focus on puberty and sexual relationships but will be advised to cover these topics themselves at home. SRE is taught discretely in the Spring or Summer Term to Year 6 students.

A range of teaching methods which involve children's full participation are used to teach SRE. These include the use of videos, books, discussion, looking at case studies, drama and role play.

What is taught at The Lyceum School

Class	Curriculum Area	What is taught within each class across the year?
Nursery and Reception	Understanding the World	<ul style="list-style-type: none"> • Learning about themselves and the similarities and differences between peers • Looking at their families and learning that not all families look the same • Growth and change over time • Lifecycles – watching chicks hatch, tadpoles turn into frogs and caterpillars turn into butterflies • Addressing questions and misconceptions as they arise, referring these questions back to parents where appropriate
	PSHE	<ul style="list-style-type: none"> • Discussing emotions. What do they feel like? Why do we feel them? How do we react to them appropriately? • Establishing personal space and boundaries • Learning that we need to respect others and should be respected in return • Children learn that what is in their pants is private and where and when it is appropriate and acceptable to take your pants off
	ICT	<ul style="list-style-type: none"> • Children are aware that they can use the internet to play and learn, supported by a trusted adult/teacher • Children begin to understand the differences between real and online experiences
Year 1	Science	<ul style="list-style-type: none"> • Identifying, naming, drawing and labelling the basic parts of the human body and say which part of the body is associated with each sense • Life cycles of animals looking at how we change when we grow
	PSHE	<ul style="list-style-type: none"> • Peer relationships • Talking about family life, for example during show and tell • The importance of respecting others
	ICT	<ul style="list-style-type: none"> • Children understand the use of the internet and what to do if they find something inappropriate online
Year 2	Science	<ul style="list-style-type: none"> • Noticing that animals, including humans, have offspring that grow into adults • Finding out about and describing the basic needs of animals, including humans, for survival • Describing the importance for humans of exercise, eating the right amounts of different types of food and the importance of personal hygiene
	PSHE	<ul style="list-style-type: none"> • Peer relationships • The importance of self-respect and of respecting others
	ICT	<ul style="list-style-type: none"> • Children practice E-Safety when communicating online • Children learn that not everything on the internet is true

Year 3	Science	<ul style="list-style-type: none"> Identifying that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Exploring the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal
	PSHE	<ul style="list-style-type: none"> Peer relationships Looking at what makes us unique and embracing differences Practical steps they can take in a range of different contexts to improve or support respectful relationships
	ICT	<ul style="list-style-type: none"> Children are given their school email accounts for the first time Children gather appropriate text and images and distinguish between fact and fiction
Year 4	Science	<ul style="list-style-type: none"> Describing the simple functions of the basic parts of the digestive system in humans
	PSHE	<ul style="list-style-type: none"> Peer relationships Understanding what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) Understanding the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe Knowing that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
	ICT	<ul style="list-style-type: none"> Children use a range of online communication tools safely to exchange information and know what to do if they do not feel safe online.
Year 5	Science	<ul style="list-style-type: none"> Explaining the differences in life cycles of a mammal, an amphibian, an insect and a bird Describing the life process of reproduction in some plants and animals Describing the changes as humans develop from birth to old age
	PSHE	<ul style="list-style-type: none"> Peer relationships Puberty How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know How to recognise and report feelings of being unsafe or feeling bad about any adult How to ask for advice or help for themselves or others, and to keep trying until they are heard How to report concerns or abuse, and the vocabulary and confidence needed to do so Where to get advice e.g. family, school and/or other sources.
	ICT	<ul style="list-style-type: none"> Understanding the potential risks of providing personal information in an increasing range of online technologies, both within and outside of school

Year 6	Science	<ul style="list-style-type: none"> • Recognising the impact of diet, exercise, drugs and lifestyle on the way their bodies function • Evolution and inheritance (genes) • Recognising that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
	PSHE	<ul style="list-style-type: none"> • Peer relationships • Male and female body changes in puberty including menstruation • Emotional/hormonal changes • Sexual relationships (including intercourse) in humans • Reproduction • Different types of relationships (including non-sexual)
	ICT	<ul style="list-style-type: none"> • Knowing that people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online.

The above will be monitored by members of the Senior Leadership Team through 'book looks' and discussions with the children.

ICT

At the start of each academic year and throughout the year, the children learn about and are reminded of The Lyceum's E-Safety rules for using ICT and the internet. Throughout their time at The Lyceum, children are taught the SMART rules for internet use, to help keep them safe online.

SMART Rules

Safe – Keep safe by being careful not to give out personal information to people who you don't trust or don't know.

Meeting – Meeting someone you have only been in touch with online can be dangerous and should only be done when parents or carers can be present.

Accepting – Accepting emails, files, pictures or texts from people you don't know or trust can lead to problems.

Reliable – People online may be lying about who they are, and the information you find on the internet may not be reliable.

Tell – Tell a parent, carer or trusted adult if someone or something makes you feel uncomfortable or worried.

A whole-school assembly is delivered on how to keep safe online and workshops are held annually for parents, to provide information about how they can help ensure their children are safe online.

Child Protection / Confidentiality

Teachers need to be aware that effective SRE, 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 Headteacher/Designated Child Protection person in line with the LA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

Managing difficult questions and sensitive issues

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Teachers will establish clear parameters about appropriate and inappropriate questions in a whole-class situation. Teachers will endeavour to answer questions as honestly as possible but, if faced with a question they do not feel comfortable answering, provision will be made to meet the individual child's need or, if appropriate, a conversation with the parent(s) will be had.

SRE is usually delivered in mixed gender groups. However, there may be occasions where single gender groups are more appropriate or relevant. It is our intention that 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.

Parental involvement

The Lyceum School informs parents ahead of SRE lessons and explains the areas which will be covered. Parents are encouraged to speak with staff about any concerns or questions they may have regarding the content of SRE lessons. Parents are asked to keep an open dialogue with their children, about what has been covered in school.

As children grow and develop, they become more aware of themselves, their bodies and what feels good. On occasions, children may touch themselves in a way which is not appropriate for the classroom. On these occasions, teachers will discreetly talk to the children about how these actions are not appropriate for the classroom. If this becomes a persistent occurrence, teachers will talk to parents.

Monitoring and Evaluation

Monitoring is the responsibility of the Headmistress, Senior Leadership Team and teachers with responsibility for delivering SRE. The effectiveness of the SRE programme will be evaluated by assessing children's learning, receiving feedback and implementing change if required.

Written by ST April 2021