



Relationships and Sex Policy

Incorporating

Mental Health and Wellbeing Policy

“Effective Sex and Relationships Education (SRE) in primary schools can help children build happier, healthier relationships now and in their adult lives – and can also contribute to reducing teenage pregnancy...” (National Children’s Bureau, 2006)

“SRE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings” (Sex Education Forum 1999)“.

Rationale

It is the primary responsibility of the school, to keep the children in its care safe and to equip them to live safe and fulfilled lives as they leave the school.

Effective Sex and Relationships Education (SRE) is one significant tool in our fight to keep children safe in a more general, or holistic, sense. A policy to address this should take account of the range of children's lives and endeavour to keep them safe around the school, at home, online, in their neighbourhood and in personal relationships. This is in the knowledge that a child who is secure, who has confidence and healthy self-esteem generally is best protected from risks of abuse and sexual exploitation. This policy sets SRE in a wider context of safety and capacity that regards awareness of safety in the home, in the neighbourhood and online as being closely linked to the development of safe behaviours in relationships and sex.

Children who are prevented from experiencing risks are not safe when they encounter them. It is right that pupils should encounter risk, and learn to deal with it appropriately, in order that they are well equipped to assess and respond to risk in the world beyond school.

We believe that healthy attitudes and behaviours around self-esteem and mental health are indivisible from healthy attitudes and behaviours around relationships and sex. We have chosen to incorporate these policies.

Specific Context

Larkrise is a large primary school located in an 'inner city' area. The school has approximately 450 pupils on roll aged between 3 and 11 years. The area is socially and ethnically mixed. There is a significant Muslim minority in the school – largely Pakistani and Bangladeshi - but a wide range of other religions including Christianity, Buddhism and Judaism are also represented. With significant minorities of children attending the school coming from communities where Female Genital Mutilation is an ongoing practice, it is important that teachers are fully mindful and confident to take action if they become concerned that children are at risk of harm.

The Bullfinch Inquiry into sexual exploitation of girls centred on the area surrounding the school and families attached to the school were affected by the events and the inquiry. Schools share a collective responsibility, alongside parents/carers and the community, to ensure children are protected from harm. It is essential that children leaving the school are equipped to recognise sexual exploitation and empowered to resist it on their own behalf and assist others affected by it.

Historically a very small number of parents have been uneasy with the schools presentation of SRE. The school should address this by publicising this policy, writing to parents to explain its rationale, and running workshops to familiarise parents with its content and allay concerns around promotion of sexuality and sexual behaviour. Our school has children with a wide range of special needs including, at time of writing, autistic spectrum disorders with a range of severity, speech and language disorders which impact on communication to varying degrees, and genetic disorders such as Down Syndrome. These children have the right to access the curriculum as fully others in a way which is appropriate to their development and needs.

Delivery by Teachers

Our Safety and Wellbeing Policy, and the Sex and Relationships Programme which forms a part of that policy, is delivered by class teachers who have a relationship of trust with the pupils in the class and are best placed to deal with the arising questions and concerns that pupils may have in the days or weeks following the delivery of a lesson or scheme of work. Visitors, such as the school nurse, may be used as a resource for the teacher to draw on but should not be the primary deliverers of the programme.

Desired outcomes

Children are well prepared for puberty and the physical and emotional changes associated, and know how to seek support.

Pupils demonstrate openness and confidence in talking, listening and thinking (with adults and each other) about the human body, sexuality, feelings and relationships with developed emotional intelligence and empathy.

Children know what sex is, that it happens in a loving relationship and that it's how babies are made.

Children become more assertive in situations where they feel behaviour towards them or others makes them feel uncomfortable, knowing better what is and isn't appropriate.

Pupils feel better prepared for the opportunities, responsibilities and experiences of adult life.

Children develop positive values and a moral framework to guide their decisions, judgements and behaviour.

Children know and respect that families are different to their own and respect those in same sex relationships.

Children are confident about their own bodies recognising that the media's portrayal of the perfect body is not realistic.

Children feel comfortable in their own skin, knowing that they don't have to conform to gender, or other, stereotypes.

Children have the skills to avoid being pressured into risk-taking behaviours.

Children have an understanding of how the law applies to sexual relationships.

Positive climate for learning

Teachers develop a set of ground rules to create a safe environment in which no-one feels embarrassed or anxious about unintended or unexpected questions or comments from pupils. Examples of ground rules the school promote include:

No-one will have to answer a personal question

No-one will be forced to speak in a discussion

Only the correct biological names for body parts will be used – not offensive or slang words

Meanings of words will be explained in a sensible and factual way

Teachers will avoid embarrassment and protect pupils' privacy by always depersonalising discussions

Dealing with questions

Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting. Below are guidelines the school encourages:

If a question is too personal, the teacher will remind the pupil of the ground rules. If the pupil needs further support, the teacher can refer her or him to the appropriate person, such as a school counsellor, school nurse, helpline, or an outside agency or service

If a teacher doesn't know the answer to a question, the teacher will acknowledge this, and suggest that the pupil or teacher or both together research the question

If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher will acknowledge it and promise to attend to it later on an individual basis. To maintain trust and respect the teacher must remember to talk with the pupil at the first opportunity and if concerned that a pupil is at risk of sexual abuse, they will follow the school's child protection procedures.

If a question feels too old for a pupil and the teacher feels that parental consent needs to be gained then a phrase like "That's a great question. I'll have a think about what is the best way to answer that and get back to you tomorrow," can be used, with the parent consulted in the meantime.

Children will be enabled to write anonymous questions to put in a box in order to avoid embarrassment and ensure this part of their learning is as open as possible.

Role of Parents in Sex and Relationships Education

At Larkrise parents are seen as essential partners in the education and development of the children. The school should always work in partnership with parents, consulting them regularly on the content of sex and relationship education programmes. Reflection around parents' own experiences of sex education can often lead to a productive discussion in which teachers and parents can start planning sex and relationship education provision for their children. Parents need to know that the school's sex and relationship education programme will complement and support their role as parents and that they can be actively involved in the determination of the school's policy.

We are mindful of our duty to help parents develop confidence to speak to their children about mental health, relationships and sex. We do this by promoting positive relationships with them, communicating our curriculum clearly, being proactive to discuss concerns, offering workshops and courses on parenting – targeted when necessary – and sharing leaflets and information.

Legislation allows for parents to remove pupils in their care from the aspects of sex and relationships education which go beyond the narrow stipulations of the national curriculum. We will inform parents ahead of specific lessons on this topic and give them the opportunity to discuss this with a member of the senior leadership team to make their decision known. However parents should also be aware that schools are legally required to provide a broad and balanced curriculum. Discussion of sex and relationships topics can arise incidentally in other subjects and it is not usually possible to withdraw pupils from these relatively limited and often unplanned discussions. We aspire to develop a level of trust with parents and carers such that they are confident that we will deal with questions relating to mental health, wellbeing, relationships and sex both sensitively and appropriately.

Workshops for parents should be held at least annually in relation to SRE, and safety and wellbeing in general. These workshops should have the twin objectives of informing parents of the school's approach and empowering them to play a direct role in developing their child's knowledge and understanding.

Potentially sensitive content of the curriculum (see also ‘Confidentiality and handling disclosures’)

Embarrassment/Discomfort

It is normal for children and adults to feel embarrassment about discussing issues relating to sex and relationships. Teachers will try to create an inclusive class environment where discussion is non-judgemental and positive. Adults should model a matter of fact approach to discussion – they must be careful to depersonalise questions and not to discuss their own personal relationships or experience of sexuality. Every class should have a ‘Question/Worry Box’ so that children can express concerns or ask questions anonymously and without fear of identification or ridicule. Teachers should promote the use of this box and be sure to check it regularly, particularly so during and after a series of lessons related to mental health, wellbeing, sex or relationships.

It is also normal for parents to feel embarrassment about discussing these matters with children. We must be clear that learning about mental health helps to protect mental health, learning about wellbeing promotes a healthy understanding of wellbeing and learning about relationships, including sexual relationships, empowers a child to have healthy relationships. Strong delivery of SRE/PSHE by schools is known to be one of the main factors for reducing teenage pregnancy and improving sexual health (DfES 2006).

Larkrise needs to help parents to understand that children are already learning about mental health, relationships, sexuality and sex through the media and through social contacts – through these channels they will often receive inaccurate and harmful messages and incorrect facts. As responsible, trusted professionals with a powerful commitment to the wellbeing of the children in their care, teachers are well placed to counter the harmful messages children receive through the media and social sources.

Outlined below, to support parents, are the more sensitive elements of the curriculum, including what we do and don’t teach at Larkrise.

Puberty

Children will learn:

Biological names for parts of the body (from reception), including sex organs - this enables us to share a common language for teaching and discussion rather than relying on family words, such as ‘winky’ or ‘noo noo’, avoiding confusion and embarrassment. If they learn the correct words early much of the potential ‘giggle factor’ is removed from discussion of genitals. This becomes of paramount importance when a safeguarding concern is raised.

Changes to sex organs during puberty (Year 5 onwards)

Other changes to the body during puberty - including physical changes and hormonal changes (Year 5 onwards)

About wet dreams and involuntary erections (Year 5 onwards)

About personal hygiene (Year 5 onwards)

About menstruation and sanitary protection (both boys and girls will learn this in Year 5)

Children will not learn:

Slang or offensive names for parts of the body.

Sexual Reproduction:

Children will learn:

About sexual intercourse being the way babies are conceived (Year 3 onwards)

About how babies are born (Year 3 onwards)

About contraception (Year 5 onwards)

Sexual exploitation, abuse and intimidation (Year 6)

That sex is an important and pleasurable aspect of loving adult relationships. In that context, sexual behaviour is rooted in respect between individuals and helps to build trust between those individuals.

Children will not learn:

About STIs (However, if a pupil asks a question during the Year 6 programme we will explain that safe routines can stop the spread of viruses, including HIV.)

About abortion (although if a pupil asks a question during the Year 6 programme we will suggest pupils identify adults (almost always parents) who they can trust and can ask for help. Pupils will be assisted to identify sources of information, support and advice for children and young people in this community.

Diverse Families, Genders and Sexualities:

Children will learn:

That all families are unique

That biologically all children have a mother and a father but they don't necessarily live with that mother and/or father.

That some families have just one parent

That some families have two dads

That some families have two mums

That families may have a range of other structures which are supportive, loving and healthy

That some women prefer to have loving relationships with other women

That some men prefer to have loving relationships with other men

That some people don't feel comfortable with the gender they were assigned at birth

Some people choose to live their lives as a gender different from the one they were assigned at birth.

Language and behaviour which is discriminatory of LGBT people is as unacceptable as racist or other discriminatory language.

Children will not learn:

Any detail of sexual behaviours other than sexual reproduction.

Menstruation

“The onset of menstruation can be alarming for girls if they are not prepared. Research shows that about a third of girls are not told about periods by their parents and 10% receive no preparation at all before their first period. As with education about puberty, programmes should include preparation for menstruation.”

Sex and Relationship Guidance DfEE 0116/2000 P 29 6.15

In any given cohort it is likely that some girls will start menstruation during Year Five and that this may be a majority of girls by the end of Year Six. It is right then that girls should receive clear education on menstruation and its onset near to, or prior to, the beginning of Year Five. Teachers or other staff may identify girls for whom it seems this is likely to be an issue earlier than that time and choose to discuss with the parents whether appropriate conversations are happening at home or whether the school can offer support. This is likely to be within the role of the class teacher and home school link worker however other member of staff may be asked to take that role if they have an appropriate relationship with the child and parents in question.

Both girls and boys should understand the reproductive reasons why girls have their period, they should know how it can variously affect girls and women and have an understanding of personal hygiene. It may often be appropriate for this content to be taught and discussed in separate gender groups.

Specific Issues

Parental consultation

The school includes information on sex and relationship education in the school prospectus and full details are available on request.

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.

Parents have the right to withdraw their children from those aspects of sex and relationship education which are not included in the National Curriculum Science Orders, alternative work would be set.

However this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education. Parents should be aware that discussion of knowledge and issues related to sex and relationships may arise spontaneously within other areas of the curriculum and that the teacher is empowered to choose to pursue or not to pursue those discussions as best fits the needs and level of development of the pupils in their care.

Cultural Viewpoints

The school recognises that different cultures, including ethnicities and faiths, have particular viewpoints in relation to gender and sexuality. This includes attitudes toward menstruation, age of consent, masturbation, gender fluidity and other areas. Children may bring awareness of these viewpoints into class discussion. It is important that we recognise these cultural viewpoints and are sensitive to them however we will not promote viewpoints when they are prejudicial to the wellbeing of any child. It is also very important that we teach absolutely clearly the rights and legalities of gender and sexuality within the United Kingdom. All teaching is grounded in the expectation that all children are included and valued as full equals within the class, the language used in discussion of gender and sexuality should not make any child feel excluded from the class or the community.

Child Protection / 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 child protection issue. These may relate, for example, to sexual abuse, neglect or to cultural practices such as female genital mutilation. These concerns must be taken very seriously and acted upon without hesitation. The staff member will record any concerns arising. The staff member will inform a qualified safe guarding officer in line with the school procedures for child protection and the schools safeguarding policy.

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.

Use of visitors

"Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator's and teacher's responsibility to plan the curriculum and lessons." Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11

When appropriate, visitors such as the school nurse may be involved in the delivery of sex and relationship education, particularly in Key Stage 2. However the school nurse is to be seen as a resource used to support delivery of the curriculum by the class teacher, not a replacement for the class teacher. School nurses are skilled medical practitioners who may well have more scientific knowledge than class teachers, however they are not qualified teachers and, crucially, they do not have the established relationship of trust with the pupils which is necessary for good relationships education. Teachers who do not feel sufficiently confident to deliver the sex and relationships curriculum should seek help from colleagues. Protocols relating to safeguarding must be adhered to strictly.

Children with special needs

Children with special needs have the right to as complete an understanding of their bodies as those children without special need. They must not be excluded from this area of curriculum. Appropriate delivery of this curriculum may require discussion with the child, parents and carers, and the SENCO to ensure it is developmentally appropriate to the child and taught in a way which is accessible to them. Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

Resources

The SEAL materials are an excellent starting point for activities relating to friendship, feelings, self-esteem and wellbeing. The Channel 4 video set 'Moving and growing' is available to use within the school for lessons relating to our bodies as we grow up and human sexual reproduction. There is a wealth of other material online which may be used provided it is carefully assessed for appropriacy and adjusted if necessary. The school has not made a decision to invest in a specific resource for to support sex and relationships, such as Rutgers' 'Spring Fever' or other commercially available products, but may do so in the future without change to this policy.

SEAL

(<http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/DFES0110200MIG2122.pdf>)

SPRING FEVER

<http://www.rutgers.international/what-we-do/comprehensive-sexuality-education/spring-fever>

NO OUTSIDERS: TEACHING THE EQUALITIES ACT IN PRIMARY SCHOOL by Andrew Moffat,
Speechmark Practical Resources (2015) **ISBN-10:** 1909301728

ZONES OF REGULATION by Leah Kuypers, Think Social Publishing (2011) **ISBN-10:** 0982523165

Monitoring and Evaluation

Monitoring is the responsibility of the head teacher, named governor and teacher with responsibility for sex and relationship education.

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

In the evaluation of the first year serious consideration should be put into the purchase and implementation of a specific and directed SRE scheme such as Rutgers' 'Spring Fever'.

This policy document is placed on the staff notice board for 2 weeks following approval by the full governing body. It will be shared on the school website and a session will be held to introduce it to parents and carers.

Any change will be reflected on the school website.

SRE issues will be included in the induction programme for all new members of staff.

This policy will be reviewed by November 2018

Adopted by Governors

Signed by Chair of Governors Date.....

Names of people involved in developing this policy.

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APPENDIX 1

Management of Learning

The following section outlines content to be taught in each Year Group through the school. It should be seen as indicative rather than exclusive: there will be much more that needs to be explored and discussed around the points given in the plan. This content complements but does not replace 'Circle Time' content developed using the teachers understanding of the children's needs or the PHSCE curriculum.

Year Group	Safe in the neighbourhood	Safe in the home	Safe online	Safe relationships and feelings.	My Body and Growing Up	Relevant Science Curriculum
F1	I can walk safely with a grown up.	I am encouraged to have safe eating habits which minimise risks of choking.	I am supported to use computers and devices safely.	I can trust a grown up. I can name and describe some emotions.	I am growing in confidence in my body. I can talk about my body using appropriate language.	Self-confidence and self-awareness. Managing feelings and behaviour. Making Relationships (Statutory Framework)
Year 1	I have a plan for if I get separated from my parent/carer. I behave sensibly around roads.	I can identify dangers around the home.	I am supported to use computers and devices safely. I have a simple understanding that the internet can connect me to other people and we don't always know who those people are.	My body belongs to me. I keep private parts private. I know who I'd talk to if I had a problem. I can name and recognise emotions in myself and others.	I can use the scientific names for parts of my body including senses, organs and reproductive parts.	Pupils should be taught to: identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Notice that animals, including humans, have offspring which grow into adults
Year 2	I can cross the road safely. I am familiar with PCSO's and members of the fire service.	I know the roles of the emergency services. I know my address. I can phone 112 for the emergency services.	I can explain some 'good' aspects of connecting to the world through the internet and identify some 'bad' aspects. I understand and can explain PEGI ratings for games.	My body belongs to me. I can talk about a good touch and a bad touch. I have reasons to be proud of who I am. I can talk about people who are important in my life. I know who I'd talk to if I had a problem. I can name, recognise and describe emotions in myself and others.	I know that babies grow up to be grown ups. I can relate this to the life cycle of other creatures. I know babies have mother and father. I know that families can be different. I understand the need for a healthy diet and active lifestyle to promote health.	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.

Year Group	Safe in the neighbourhood	Safe in the home	Safe online	Safe relationships and feelings.	My Body and Growing Up	Relevant Science Curriculum
Year 3	I have had opportunities to explore my neighbourhood. I know where I'd go if I needed help. I have walked by the river. I can talk about safe behaviour around water.	I understand dangers related to fire safety and electrical safety in the home. We have a plan for how we could get away from our house in case of fire.	I know about 'strong' passwords. I understand the risks of sharing personal information online. I can talk about levels of trust in relation to friends in the real world and 'contacts' online. I know a little about malware and talk about how to avoid downloading viruses, spyware and adware.	I build and maintain friendships. I know a friendship is maintained over time – it's not the same as liking someone or wanting to play with them. I have named people in home and school life that I speak to when I have a problem. I can name, recognise and describe emotions in myself and others and talk about 'regulating' emotions. I can talk about friendship in a longitudinal model, e.g. 'She's my friend but we argued at play. She'll still be my friend tomorrow.'	I can identify some of the changes that happen in our bodies as we grow from babies to adults. I recognise that my body is changing too. I can talk about how boys' bodies are different from girls' bodies. I understand the need for a healthy diet and active lifestyle to promote health. I have some understanding of sexual reproduction in other organisms.	Pupils should be taught to: Identify 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. Identify that humans and some other animals have skeletons and muscles for support, protection and movement
Year 4	I can swim. Lessons for all children sufficient that all are safe around water and can swim for leisure. I show sensible behaviour walking to swimming and back.	I can use a variety of tools safely. I can identify dangers. I can talk about how to manage risks in the home. I can talk about and help with home hygiene.	I know what to do if I see something upsetting or worrying online. I know that people online might be pretending to be someone they're not. I can explain what a 'digital footprint' is and how I have responsibility for mine. I know people might try to use the internet to get what they want from me.	I recognise pressures put on people to be different from how they feel they really are. I know it's good to be me. I can name, recognise and describe emotions in myself and others. I have a range of strategies for regulating my emotions. I use appropriate language to describe levels of emotion. Friendships are described longitudinally. 'Exclusive' best-friendships are better in stories than real life – it's good to have many friends. Friends have differing strengths and weaknesses.	I know how my body will change as I enter puberty. Girls: I know I can expect these changes to start happening to me through Years Five and Six. I know who I'll talk to if I have questions or worries. Boys: I know that these changes may not happen for me until I'm secondary school. I know who I'll talk to if I have questions or worries. I have a developing understanding of sexual reproduction in other organisms.	

Year Group	Safe in the neighbourhood	Safe in the home	Safe online	Safe relationships and feelings.	My Body and Growing Up	Relevant Science Curriculum
Year 5	I have had ongoing opportunities to develop confidence around water. I am confident around the neighbourhood.	I can prepare food safely using the hob and knives. I can talk about how to manage risks in the home. I can talk about and help with home hygiene.	I know what 'grooming' is. I can explain why online relationships are not the same as real relationships. I can talk about malware and protection. I can categorise online threats into 'Content', 'Conduct', 'Contact and 'Commercialism' and discuss responsible ways to approach each category. I recognise racist, homophobic and discriminatory language.	I understand that pictures of people in magazines or on television are usually unrepresentative of normal body sizes and shapes. It's Ok to be me. I know that depictions of relationships on the tv (e.g. reality shows, soaps) are unrepresentative of real human relationships. I understand that in the United Kingdom we accept differing sexualities and that this is protected in law. I understand that there can be many different family structures. e.g. mum and dad, two mums, two dads, single parents, married/unmarried parents, more than two carers. I recognise the effects of my actions on others. I can choose to mitigate behaviours that impact on others. I know that some people may try to use feelings around relationships and sexuality to get what they want from me or a friend.	I understand that puberty is my body getting ready for being able to be a mother or a father. I know my feelings will change as I go through puberty. I know who I will talk to if I have questions or worries. Specific learning around menstruation no later than end of Autumn term. Gender separate group discussions of specific questions/issues. I have an awareness of the cultural practice of FGM.	Pupils should be taught to: describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals.

Year Group	Safe in the neighbourhood	Safe in the home	Safe online	Safe relationships and feelings.	My Body and Growing Up	Relevant Science Curriculum
Year 6	<p>I can cycle safely on the road.</p> <p>All pupils to have access to Cycle Proficiency training.</p> <p>I have had ongoing opportunities to develop confidence around water.</p>	<p>I can cook a meal using a hob and knives to prepare food.</p> <p>I can talk about and help with home hygiene.</p>	<p>I understand what 'grooming' is and can talk about online and offline behaviours that could lead someone to be targeted for grooming. These might include sharing social/emotional vulnerabilities in an open/unprotected forum, expressing naïve sexual feelings, sharing provocative images online ('sexting').</p> <p>I have an overview of digital citizenship that makes me confident and ability to use computers and the internet for learning, commerce and leisure.</p>	<p>My body belongs to me.</p> <p>I understand that sex belongs in a trusting relationship.</p> <p>I understand that depictions of sexuality and sexual relationships in the media (music videos, soaps, 'glamour' magazines) are not representative of normal sexuality or sexual relationships.</p> <p>I understand gifts cannot buy trust, friendship or love.</p> <p>I have responsibility to friends.</p> <p>I recognise the effects of my actions on others.</p> <p>I can choose to mitigate behaviours that impact on others.</p> <p>I can play a role in helping others to recognise and regulate their own feelings.</p>	<p>Specific reproduction education. Minimum three sessions. To be delivered before Christmas so that pupils have time to absorb and reflect with teacher before moving on to secondary.</p> <p>Learning to be reviewed/reinforced in final half term.</p> <p>Sessions in gender separate groups to allow for discussion of specific questions or worries such as periods, wet dreams, involuntary erections or other brought up by the pupils.</p> <p>I have an awareness of the cultural practice of FGM and I know I share responsibility for prevention in the community.</p>	<p>Pupils should be taught to:</p> <p>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Describe the life process of reproduction in some plants and animals.</p>

