



*Providing the keys to success for every child*

## **Whole School Policy on:**

# **Sex & Relationships Education (SRE)**

**Headteacher: Mr M Cowell**

**Kent County Council**

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<b>Prepared by:</b>	<b>Mrs N Smith</b>
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## 1 Introduction

This policy is a stand-alone policy that comes under the umbrella of Personal, Social, Health Education and Citizenship (PSHEC) in the school. It takes into account the 'Sex and Relationship Education Guidance' published by DFEE in 2000. The policy has been drafted in consultation with pupils, staff, parents/carers and Governors at the school, together with advice from LEA advisors and local health groups. All staff are aware of the policy and a copy is held in the Head teacher's office and a copy is available on request.

## 2 Rationale

At Palm Bay Primary School, we believe that Sex and Relationships Education (SRE) is essential if our pupils, as they grow, are to make responsible and well informed decisions about their lives. It contributes to promoting the spiritual, moral, social, cultural, emotional, mental and physical development of our pupils, preparing them for the opportunities, responsibilities and experiences of adult life. We understand that there is a statutory requirement for us to have in place such a policy, compiled by the school Governors.

We believe that Sex and Relationships Education (SRE) should not be delivered in isolation, but be firmly rooted in our Personal Social, Health Education and Citizenship (PSHEC) Programme, supplemented by Science and other subjects of our taught curriculum.

## 3 A Definition

SRE is lifelong learning about physical, moral and emotional development. It is about respect, love and care and the benefits of maintaining a stable relationship which may or may not involve marriage. We recognise that to be human is to seek connections with other people, develop relationships and experience sexual feelings, which may be physical or non physical. Our teaching of SRE is applicable to all sexual orientations and will include the teaching of sex, sexuality and health.

SRE seeks to enable young people to feel positive about themselves, manage relationships and access the infrastructure of support available.



## 4 Aims and Objectives

### 4.1 Attitudes and values

- To learn to care about other people and be sensitive to their needs and views
- To learn the importance of values, and individual conscience and moral considerations
- To accept the differences between people and to respect oneself and others, being honest, loyal and trustworthy
- To learn the value of family life, marriage, and the importance of stable, loving and caring relationships for the nurture of children
- To learn the importance and responsibilities of the family unit for all its members
- To learn to take responsibility for one's actions in all situations
- To explore, consider and understand moral dilemmas; and develop critical thinking as part of decision making

### 4.2 Personal and social skills

- To learn to manage emotions and relationships confidently and sensitively
- To develop self respect and empathy for others
- To learn to make choices based on understanding of difference with an absence of prejudice
- To learn how to make well informed and responsible decisions about their lives and developing an appreciation of the consequences of the choices made
- To manage conflict
- To recognize and avoid exploitation and abuse

### 4.3 Knowledge and understanding

- To learn and understand physical development at appropriate stages
- To understand human sexuality, reproduction, sexual health, emotions and relationships
- To learn the reasons for delaying sexual activity and the benefits gained from such delay

We believe that SRE will be achieved by providing an environment and atmosphere where pupils feel safe, relaxed, not intimidated, but focused; and where they have confidence and trust in the knowledge, ability and skills of their teachers.



## **5 Moral Framework**

Pupils will be taught SRE within a framework which models and encourages the following values:

- Being honest with themselves and with others and developing an awareness and belief in one's own identity
- Developing critical awareness of themselves and others
- Learning how to show tolerance, respect, understanding and care for others
- Understand the importance of a stable relationship, marriage or otherwise, for the upbringing of children
- Acknowledging and understanding diversity with regard to religion, culture and sexual orientation

## **6 Working with Parents/Carers and Carers/Right to Withdraw**

The school is committed to working in close partnership with parents and carers who are key people in teaching their children about sex and relationships. Parents/carers are invited to attend consultation evenings to discuss the school's SRE programme and to view the teaching materials and resources that will be used.

A parent or carer who is concerned about any element of this policy, or is unhappy about their child's participation, should discuss their feelings with the Head teacher. Parents/carers have the right to withdraw their children from all or part of those aspects of the SRE curriculum which are not statutory, but NOT those within the Science curriculum. If requested, alternative arrangements will be made for the pupil, but it is hoped that these will not be necessary.

## **7 Content and Organisation**

This is no different from other curriculum areas. It is delivered through the Science and PSHE & Citizenship curriculums. It aims to gently introduce children to issues relating to SRE including living and growing, families and our bodies, the differences and similarities between boys and girls and relationships at home and at school. Teachers use a variety of resources to support this.

The KS2 curriculum aims to build upon the programmes in KS1. It examines issues such as the human life cycle in the context of all living things, changes within or beyond our control, friendship, puberty, sexual relationships, pregnancy and the birth of a baby. In year six, the pupils also receive an additional programme which aims to help children prepare for the onset of adolescence and puberty confidently.



SRE should not be delivered in isolation but firmly embedded in all curriculum areas.  
See **Appendix 1** for scheme of work and resources to be used.

## 8 Equal Opportunities

At Palm Bay School, the equal opportunities statement applies to SRE. The school is committed to the provision of SRE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Parents/carers are always welcome to discuss these items with the school. If a child is absent and does not participate in the SRE programme, the school will ensure materials are made available.

## 9 Specific Issues

Ground rules will be set out at the start of each SRE session (this is good practice). These can be seen in **Appendix 2**.

**Personal beliefs** – The personal beliefs and attitudes of any member of staff will not affect the teaching of SRE.

**Language and ground rules** – All teaching staff will set ground rules in their class. Children will be involved in the negotiating/setting of these rules. See **Appendix 1**.

**Dealing with difficult issues** – Staff will use a range of strategies when dealing with difficult questions, e.g. if a question is too explicit or inappropriate, the teacher will ask the child to discuss it with their parent or carer. If the teacher feels it necessary, they will also inform the Child Protection Officer.

**Puberty** – Boys and girls need to be prepared for puberty before they reach that developmental stage. At Palm Bay we teach about puberty and the need for extra care with personal hygiene. This will be taught through two single sex talks.

**Menstruation** – Our programme includes preparation for menstruation. Basic information about the process of menstruation will be given to both boys and girls. We will make appropriate and sensitive arrangements for the changing and disposal of sanitary wear for our pupils.

**Contraception** – Pupils will be given basic, appropriate information about condoms and the contraceptive pill as a way of preventing pregnancy in the context of serious relationships.

**Adopted & CIC Children** – Children who do not live with/have any contact with their biological parents may not want to think about ways they are the same as them and will not be able to gain information about their birth. These children will need to be provided with an alternative activity.



## 10 Confidentiality

Parents and carers will be informed as to the school's confidentiality policy. The school is acting in loco parentis. As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, they talk to the named Child Protection Co-ordinator before any decision is made. The child concerned will be informed that confidentiality is being breached and the reasons why. The child will be supported throughout the process.

Different codes of conduct apply to different professionals working in our school. All staff should be aware of the different roles that people have within the school, the confidential support available and how confidentiality works in practice.

**Staff may encounter a situation where it appears that a child is about to begin a relationship involving sexual intercourse, or that they believe that they may be pregnant, or are seeking contraceptive advice. At this point staff should indicate that they wish to help the student in their situation but that they cannot offer or guarantee absolute confidentiality.**

**Staff must follow Child Protection Guidelines. Members of staff who are not Health Care Professionals must not give contraceptive advice. It is important to give children access to support from outside agencies if required.**

## 11 Policy Review, Monitoring and Evaluation

The SRE policy is monitored and evaluated through review process conducted every two years involving children, staff, parents/carers and teachers. This policy will be reviewed bi-annually (every odd year) during Term 3.

The next review of this policy is due: Spring Term 3, 2015.



## 12 Appendix 1

### Key Stage 1 – SRE objectives

Term	Objectives	Year group	Resource to be used
Term 1 – new beginnings	No SRE objectives to be taught		
Term 2 – Getting on & falling out	Recognise when they feel safe or unsafe. Use simple health and safety rules. Know and understand what places are safe and which people are safe. Identify and talk to someone they trust when they are worried. Have thought about why teasing is hurtful Know that they have some control over their actions and bodies.	1 & 2 1 & 2 1 & 2  1 & 2 1 & 2	SEAL
Term 3 – going for goals	Recognise and express pride in themselves.	1 & 2	SEAL
Term 4 – good to be me	Recognise and name the basic feelings of happy, sad, frightened and angry. Recognise similarities between themselves and others and to treat others with sensitivity.	1 & 2 1 & 2	SEAL
Term 5 - relationships	Make a friend and talk with them. Share feelings with others Have thought about their responsibility in caring for younger children and or their pets. Have thought about why families are special for caring and sharing.	1 & 2 1 & 2 1 & 2 1 & 2	SEAL
Term 6 - changes	Know agreed names for the sexual parts of the body. Know that both babies and pets have needs. Know that animals including humans move, feed, grow use their senses and reproduce. Recognise and compare the main external parts of the bodies of human. Know that humans and animals can produce offspring and these grow into adults.	2  2 2 2 2	Year 2 – channel 4 living & growing unit 1, programme 1 chapter 1 & 3 Programme 2 – chapter 1 & 2





**Key Stage 2 – SRE objectives**

<b>Term</b>	<b>Objectives</b>	<b>Year group</b>	<b>Resource to be used</b>
Term 1 – new beginnings	No SRE objectives		
Term 2 – Getting on & falling out	Know about different forms of bullying people and the feelings of both victims and bullies. Express opinions, for example about relationships and bullying. Listen to, support their friends and manage their friendship problems. Recognise the pressure of unwanted and inappropriate physical contact and how to deal with it.	3 - 6	SEAL
Term 3 – going for goals	No SRE objectives		SEAL
Term 4 – good to be me	Know how the media impact on forming attitudes. Recognise and tell others what they are good at. Recognise and challenge stereotypes in relation to gender. The diversity of lifestyles, and why respect for diversity is important. 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.	3 - 6	SEAL Science – drug & alcohol education RE – world religions
Term 5 - relationships	Know where individuals, and families go to get reliable information. Accept a wide range of different family arrangements Know the many relationships in which they are involved. Know about different family arrangements including the place of marriage. Recognise their changing emotions with friends and family and be able to express their feelings. Ask for help from a range of adults they know and can trust. Why it is important to consider others' points of view including their parents. Why being different can provoke bullying and why that is unacceptable.	3 - 6	SEAL



Term 6 - changes	<p>Know the basic facts about the processes of conception, pregnancy and birth.</p> <p>Know the physical and emotional changes that take place at puberty, why they happen and how to manage them.</p> <p>Know that safe routines can lessen the spread of viruses.</p> <p>That the life processes common to humans and other animals include nutrition, growth and reproduction.</p> <p>The main stages of the human life cycle.</p>	<p>3</p> <p>5 – 6</p> <p>3 – 6</p> <p>3 – 6</p> <p>3 - 6</p>	<p>Year 3 – channel 4 living &amp; growing unit 1 programme 1 chapter 2</p> <p>Programme 2 chapters 1, 3 &amp; 4</p> <p>Programme 3 – chapters 2 &amp; 3</p> <p>Unit 2 programme 1 chapter 1</p> <p>Year 4 – unit 1</p> <p>Programme 2 – all chapters</p> <p>Unit 2 programme 1 chapters 2 &amp; 3</p> <p>Unit 2 programme 3 all chapters</p> <p>Year 5 – unit 2 programme 5 – all chapters</p> <p>Unit 2 - programme 6 all chapters</p> <p>Unit 3 – girl talk chapters 1 &amp; 2</p> <p>Unit 3 boy talk chapter 1</p> <p>Year 6 – unit 2 programme 5 – all chapters</p> <p>Unit 3 programme 9 chapters 1 &amp; 3</p>
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**SRE Whole School Scheme of Work**  
**(Summer term only, see SEAL planning for other terms)**

Year	Lesson	Aims / objectives	Summary	Resources
2	1 - Differences	<ul style="list-style-type: none"> <li>to introduce children to lifecycles</li> <li>To explore the differences between males and females</li> <li>To enable children to reflect on differences between male and female other than the physical differences</li> </ul>	Living & non living things Differences between them and their peers. Animals and their young	C4 unit 1, programme 1, chapters 1 & 3
	2 - Differences	<ul style="list-style-type: none"> <li>to introduce children to lifecycles</li> <li>To explore the differences between males and females</li> <li>To enable children to reflect on differences between male and female other than the physical differences</li> </ul>	Differences and similarities between boys and girls (includes labeling of basic sex parts)	C4 unit 1, programme 1, chapters 1 & 3
	3 – Where we come from and how we grow	<ul style="list-style-type: none"> <li>To make connections between their own birth and growth and that of others.</li> <li>To understand the early concepts of male, female, reproduction and birth.</li> <li>To reflect on their own learning and growing competencies.</li> </ul>	Matching animals to their young Identifying whether animals grow inside or outside of their parent. Knowing that a baby grows inside it's mother.	
	4 Where we come from and how we grow	<ul style="list-style-type: none"> <li>To make connections between their own birth and growth and that of others.</li> <li>To review the early concepts of male, female, reproduction and birth.</li> <li>To reflect on their own learning and growing competencies.</li> </ul>	Children think about how they have changed since they were babies. They think about things that have changed both physically and mentally and consider what might change as they grow.	
	5 – caring for young	<ul style="list-style-type: none"> <li>To understand that all young need to be cared for, but in different ways.</li> <li>To know some of the ways that young are cared for.</li> <li>To consider their changing role in their family as they grow up.</li> </ul>	Talks about ways that young are cared for (both animals and humans). Encourages children to recognise why they don't need this level of care any more and what they could do to be helpful now that they are growing up.	BBC birth care & growth



3	1 - Differences	<ul style="list-style-type: none"> <li>to introduce children to lifecycles</li> <li>To explore the differences between males and females</li> <li>To enable children to reflect on differences between male and female other than the physical differences</li> </ul>	Differences between boys and girls (including naming of body parts)	C4 unit 1 programme 1 chapter 2
	2 - Differences	<ul style="list-style-type: none"> <li>to introduce children to lifecycles</li> <li>To explore the differences between males and females</li> <li>To enable children to reflect on differences between male and female other than the physical differences</li> </ul>	Differences between boys and girls (including naming of body parts)	C4 unit 1 programme 1 chapter 2
	3 – How did I get here?	<ul style="list-style-type: none"> <li>To explain that a baby develops inside its mother's womb and that both male and female sex parts are needed to make a baby.</li> <li>To enable children to reflect on their development from birth</li> <li>To inform children about conception and the growth of a baby in the womb.</li> </ul>	Talks about the fact that human beings grow inside a mother's womb. Encourages the children to think about how we are like our parents and what we were like as babies. It also encourages them to talk to their parents about what they were like as babies.	C4 Unit 1 Programme 2 chapters 1, 3 & 4
	4 – How did I get here?	<ul style="list-style-type: none"> <li>To explain that a baby develops inside its mother's womb and that both male and female sex parts are needed to make a baby.</li> <li>To enable children to reflect on their development from birth</li> <li>To inform children about conception and the growth of a baby in the womb.</li> </ul>	Children create a birth fact file and talk about ways that they have changed since they were born.	C4 Unit 1 Programme 2 chapters 1, 3 & 4
	5 – Growing up	<ul style="list-style-type: none"> <li>To show that we grow and change, as do all living things</li> <li>To show that some changes are social, that we become more independent and able to think of others as well as ourselves.</li> <li>To look at identity and self esteem, and to reinforce the belief that we are all special.</li> </ul>	Continues to build upon how we have changed since we were babies. Children have to think about things that are suitable for various aged children. It encourages them to think about how their likes & dislikes have changed and how they may change in the future.	C4 Unit 1 Programme 3 chapters 2 & 3



	6 – Growing up	<ul style="list-style-type: none"> <li>To show that we grow and change, as do all living things</li> <li>To show that some changes are social, that we become more independent and able to think of others as well as ourselves.</li> <li>To look at identity and self esteem, and to reinforce the belief that we are all special.</li> </ul>	Build upon the last session and encourages the children to think about what they might like to achieve as they grow up.	C4 Unit 1 Programme 3 chapters 2 & 3
4	1 – How did I get here?	<ul style="list-style-type: none"> <li>To explain that a baby develops inside its mother's womb and that both male and female sex parts are needed to make a baby.</li> <li>To enable children to reflect on their development from birth</li> <li>To inform children about conception and the growth of a baby in the womb.</li> </ul>	Reviews the differences between boys and girls covered in previous years. Explains that babies come from a little part of dad (sperm) and a little part of mum (egg). The fertilized egg grows in mummy's tummy in a special place called the womb. Children think about ways that they are similar and different to the rest of their family	C4 Unit 2 programme 4 chapters 2 & 3
	2 – How did I get here?	<ul style="list-style-type: none"> <li>To explain that a baby develops inside its mother's womb and that both male and female sex parts are needed to make a baby.</li> <li>To enable children to reflect on their development from birth</li> <li>To inform children about conception and the growth of a baby in the womb.</li> </ul>	Continues from previous session, children create a family fact file.	C4 Unit 2 programme 4 chapters 2 & 3
	3 – How a baby is born	<ul style="list-style-type: none"> <li>To explain how a baby develops in the womb during pregnancy and how babies are born.</li> <li>To consider the needs of babies before and after birth.</li> <li>To enable children to reflect on roles and relationships in the family</li> </ul>	Shows the development of a baby after fertilization and how the mother protects it until it is ready to be born.	C4 Unit 2 programme 6 all chapters



	4 – How a baby is born	<ul style="list-style-type: none"> <li>To explain how a baby develops in the womb during pregnancy and how babies are born.</li> <li>To consider the needs of babies before and after birth.</li> <li>To enable children to reflect on roles and relationships in the family</li> </ul>	Talks about the various stages of pregnancy and encourages the children to talk with their families about the day they were born.	C4 Unit 2 programme 6 all chapters
	5 - Changes	<ul style="list-style-type: none"> <li>To introduce children to the physical and emotional changes that occur during puberty.</li> <li>To consider some of the changes over which we have no control and the choices we can make concerning those over which we do have control.</li> </ul>	Talks about how we change as we grow and some of the ways we might change (this introduces a basic idea of puberty and encourages the children to be aware of themselves.) Reinforces the differences between boys and girls by getting them to create a fact file.	C4 Unit 2 programme 4
	6 - Changes	<ul style="list-style-type: none"> <li>To introduce children to the physical and emotional changes that occur during puberty.</li> <li>To consider some of the changes over which we have no control and the choices we can make concerning those over which we do have control.</li> </ul>	Talks about the importance of 'liking yourself'. Encourages the children to think about their own likes and dislikes and how they are changing as they grow.	C4 Unit 2 programme 4
5	1 – How babies are made	<ul style="list-style-type: none"> <li>To explain how babies are made</li> <li>To explore the ideas of relationships including friendship, parent-child, family and adult sexual relationships.</li> </ul>	Recaps the idea of lifecycles and how reproduction is important for the continuation of our species. Encourage the children to think about their own relationships and the qualities they see a good friend having, and what makes them a good friend.	C4 unit 2 programme 5 – all chapters
	2How babies are made	<ul style="list-style-type: none"> <li>To explain how babies are made</li> <li>To explore the ideas of relationships including friendship, parent-child, family and adult sexual relationships.</li> </ul>	Describes the different stages involved in the conception of an egg. (This lesson also talks about the act of sexual intercourse to make a baby)	C4 unit 2 programme 5 – all chapters



	3 – How babies are born	<ul style="list-style-type: none"> <li>To explain how a baby develops in the womb during pregnancy and how babies are born.</li> <li>To consider the needs of babies before and after birth.</li> <li>To enable children to reflect on roles and relationships in the family</li> </ul>	Recaps the stages of pregnancy and how a baby is born, working on the children's misconceptions.	C4 Unit 2 - programme 6 all chapters
	4 – Changes – what is happening to girls	<ul style="list-style-type: none"> <li>To consider the physical and emotional changes that take place as girls go through puberty.</li> <li>To address concerns and worries of young women.</li> <li>To make boys more aware of the changes that occur as girls become young women.</li> </ul>	Encourages boys and girls to think about the changes that are happening, and those that will happen to girls as they hit puberty.	C4 Unit 3 – girl talk chapters 1 & 2
	5 – What is happening to boys	<ul style="list-style-type: none"> <li>To consider the physical and emotional changes that take place as boys go through puberty.</li> <li>To address concerns and worries of young men.</li> <li>To make girls more aware of the changes that occur as boys become young men.</li> </ul>	Encourages boys and girls to think about the changes that are happening, and those that will happen to boys as they hit puberty.	
6	1 – How babies are made	<ul style="list-style-type: none"> <li>To explain how babies are made</li> <li>To explore the ideas of relationships including friendship, parent-child, family and adult sexual relationships.</li> </ul>	Recaps work done in year 5 on how babies are made and addresses any misconceptions.	C4 unit 2 programme 5 – all chapters
	2 – let's talk about sex	<ul style="list-style-type: none"> <li>To consider how sex is presented in the media</li> <li>To consider sexual stereotyping</li> </ul>	Moves onto to talk about how sex is portrayed in the media. It encourages the children to think about the things they watch, listen to and read. It also talks about positive and negative images and how to deal with these.	C4 unit 3 programme 9, chapters 1 & 3



	3 – people I know and people I trust	<ul style="list-style-type: none"><li>• To be able to discriminate between people they can trust and those they are unsure about</li><li>• To recognise when they are being pressurised or influenced</li><li>• To realise that there are different ways of responding to situations</li></ul>	Children have to think about the different groups of people that are in their lives and how easily they are influenced by them. It teaches them to deal with peer pressure and those people who they can turn to for help.	Drug education resource pack
	4 – girls & boys puberty talk	<ul style="list-style-type: none"><li>• To consider the physical and emotional changes that take place as boys and girls go through puberty.</li><li>• To address concerns and worries of young men and women.</li><li>• To encourage young people to be open and honest about the changes that are happening in their bodies.</li></ul>	<p>These talk swill be carried out in single sex groups to encourage the children to think specifically about their own feelings, emotions and changes.</p> <p>They will talk about the changes that are taking place in young people's bodies and how to deal with them.</p>	Year 6 puberty talk scripts Living & growing resource book





## 13 Appendix 2

### Ground Rules

During these sessions everyone needs to feel free to say things and ask questions. Here are some ground rules to help this happen:

#### **Rule 1**

- When people ask questions or share their feelings, these things stay in the classroom.
- Unless something is mentioned which your teacher is worried about, and then other people will need to be told.

#### **Rule 2**

We are sensitive to others feelings and do not laugh or react rudely to people's questions.

#### **Rule 3**

- Everyone should think carefully before contributing to discussions.
  - is what you are about to say appropriate?
  - is what you are about to say too private to share at school?
- Do not tell us personal details about yourself or others but you can ask questions
  - Is it true that...

#### **Rule 4**

If you do not understand something or are worried, ask your teacher, a parent, the school nurse at her drop in session or put a note in the class question box – don't keep it to yourself and worry!

#### **Rule 5**

When talking about body parts we use the correct words.



## **Ground Rules – Summary**

- When people ask questions or share their feelings, these things stay in the classroom.
- We are sensitive to others feelings and do not laugh or react rudely to people's questions.
- Everyone should think carefully before contributing to discussions
  - is what you are about to say appropriate?
  - is what you are about to say too private to share at school?
- When talking about body parts we use the correct words.
- If you do not understand something or are worried ask your teacher, a parent, the school nurse at her drop in session or put a note in the class question box – don't keep it to yourself and worry!
- Most questions will be answered. But your teacher might feel that some questions are not appropriate and they will not be answered.