

Sex and Relationship Education Policy

Bradford Primary School

Black Torrington C of E Primary School

Bridgerule C of E Primary School

1 Introduction

- 1.1 Our school's policy on sex and relationship education (SRE) is based on the requirements of the Education Act 2002 and the DfE document 'Sex and Relationship Education Guidance' (DfES 0116/2000). This continues to be the recommended SRE guidance under the current government (2015).
- 1.2 In the DfE document, SRE is defined as 'learning about physical, moral and emotional development'. The guidance states, 'It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health'.
- 1.3 The purpose of this policy is to set out the ways in which the school's provision for sex and relationships education will support pupils through their spiritual, moral, social, emotional and physical development, and prepare them for the opportunities, responsibilities and experiences of life.

2 Aims and objectives

- 2.1 We teach children about:
- scientific anatomical names
 - puberty and the physical development of their bodies as they grow into adults;
 - having respect for and being in control of their own bodies;
 - the way humans reproduce;
 - the importance of sexual activity as part of a committed, long-term, and loving relationship between adults;
 - that there are different types of families, all of which have equal value;
 - respect for the views of other people;
 - moral questions;
 - relationship issues including keeping safe online and seeking help;
 - recognising the role of human rights in preventing violence against girls and women;
 - sexual abuse, and what they should do if they are worried about any sexual matters.

3 Context

- 3.1 High quality sex and relationships education helps create safe school communities in which pupils can grow, learn and develop positive, healthy behaviour for life. We teach SRE on the understanding that:
- it is taught in the context of family life;
 - it is part of a wider process of social, personal, spiritual and moral education;
 - children should be taught to have respect for their own bodies;
 - children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
 - it is important to build positive relationships with others, involving trust and respect, both in person and online;
 - it makes a significant contribution to our duty to safeguard and protect all children;
 - it plays a key role in improving health outcomes for children and young people such as reducing teenage pregnancy and risk taking behaviour
- 3.2 Our SRE programme is one of the most important ways we act on our responsibility to safeguard and protect our children, as set out in our Safeguarding/Child Protection policy.

We also refer to guidance from the government and expert organisations on specific safeguarding issues, which are relevant to our cohort of children, as listed in *Keeping Children Safe in Education*. To safeguard children effectively it is vital that opportunities are created in the curriculum to teach about healthy behaviour, caring relationships, online safety and when and how to get help. At our school we encourage children to develop skills in these areas so that they are equipped with strategies to help themselves in preventing or reporting harm or abuse.

- 3.3 In accordance with the principles of the Equality Act (2010), we believe that every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, cultural heritage, disability, sexuality, language needs or special educational needs. We use an inclusive, whole school approach to ensure SRE can be accessed in an age-appropriate way throughout a child's school career.

4 Organisation and Content

- 4.1 We teach about sex and relationships through different aspects of the curriculum. While we carry out the main SRE in our PSHE curriculum, we also deliver some SRE through the statutory science curriculum and other subject areas, such as ICT and PE. We believe all these contribute significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.

- 4.2 In PSHE, we use the PSHE Association's Programme of Study for PSHE to inform our curriculum. We teach children about relationships, and we encourage children to discuss the changes that happen as they grow up. We teach about the parts of the body, including the private parts, inappropriate touching, why males and females are different, and we explain to the children what will happen to their bodies during puberty. We encourage the children to ask for help if they need it. By the end of Key Stage 2, we ensure that both boys and girls know why children's bodies change during puberty, how to manage puberty when it happens, and how babies are made and born in the context of an adult sexual relationship. We always teach this with due regard for the emotional development of the children.

- 4.3 Under the science curriculum, teachers inform children about males and females and how a baby is born. In Key Stage 1, we teach children that animals, including humans, produce offspring, which grow into adults, and we also teach them about the main parts of the body. In Key Stage 2, we teach about life processes including reproduction and the main stages of the human life cycle, in greater depth.

5 The role of parents

- 5.1 The school is well aware that the primary role in children's SRE lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation. To promote this objective, we:
- inform parents about the school's SRE policy and practice;
 - answer any questions that parents may have about the SRE of their child;
 - take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for SRE 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 SRE, so that the teaching in school supports the key messages that parents and carers give to children at home;
 - make the SRE resources used in our lessons available for viewing.

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

- 5.2 We acknowledge that parents have the right to withdraw their children from all or part of the sex and relationship education taught in the school except for those parts included in the statutory National Curriculum; all children are expected to learn the content of the national science curriculum (see Appendix 1). Parents are encouraged to establish exactly what is covered in the SRE lessons relevant to their child's year group and discuss any concerns about lesson content with staff at the earliest opportunity.

If a parent wishes their child to be withdrawn from any part of our SRE lessons, they should discuss this first with the Headteacher, make it clear which aspects of the programme they do not wish their child to participate in and confirm their request in writing. The school always complies with the wishes of parents in this regard.

6 The role of other members of the community

- 6.1 We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the local health authority, such as the school nurse and other health professionals, and our local community police officer, can give us valuable support with our SRE programme.

7 Confidentiality

- 7.1 Teachers conduct SRE lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will deal with it as a matter of safeguarding/child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns. The Designated Safeguarding Lead will then deal with the matter in consultation with health care professionals and other relevant agencies, as set out in our Safeguarding/Child Protection policy.

8 The role of the Primary Lead

- 8.1 It is the responsibility of the Primary Lead to ensure that both staff and parents are informed about our SRE policy, and that the policy is implemented effectively. It is also the Primary Lead's responsibility to ensure that members of staff are given sufficient training, so that they can teach about sex and relationships effectively, and handle any difficult issues with sensitivity.
- 8.2 The Primary Lead/PSHE Lead liaises with external agencies regarding the school SRE programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework.
- 8.3 The Primary Lead/PSHE Lead monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.

9 Monitoring and review

- 9.1 The governing body is responsible for monitoring the delivery of our SRE policy. Governors give due consideration to any comments from parents about the SRE programme, and require the Primary Lead to keep a written record of parents' comments.
- 9.2 This policy will be reviewed every two years, or earlier if necessary.

Date: 10th May 2018

Policy to be reviewed in: May 2020

Appendix 1 SRE Elements of the National Science Curriculum

Key Stage 1 (age 5-7 years)

Year 1 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

Year 2 pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 (age 7-11 years)

Year 5 pupils should be taught to:

- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age

Year 6 pupils should be taught to:

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

'The programmes of study for science are set out year-by-year for key stages 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate. All schools are also required to set out their school curriculum for science on a year-by-year basis and make this information available online.'

Department for Education, September 2013