

**Bubwith
Community
Primary School**



**Sex and
Relationship
Education (SRE)
Policy**

Sex and Relationship Education (SRE) Policy

Aims and purpose

Our school's policy on sex and relationship education is based on the Department for Education's (DFES) document 'Sex and Relationship Education Guidance' (DFES 0116/2000).

In the DfES document, sex education 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'.

Sex education is part of the personal, social and health education and science curriculum in our school. When we inform our pupils through sex education about sexual issues, we do this with regard to morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation.

We aim for Sex and Relationships Education (SRE) to contribute to our programme for Personal, Social and Health Education (PSHCE) and coverage of the Science National Curriculum Objectives by teaching the children at the appropriate age:

- to develop confidence in talking, listening and thinking about feelings and relationships
- to name parts of the body and describe how their bodies work
- how to protect themselves and ask for support and help
- to prepare for puberty
- the human life-cycle
- the way humans reproduce;
- respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
- the importance of family life for bringing up children;
- moral questions;
- relationship issues;
- respect for the views of other people;
- respect for the home circumstances of others;
- rights and responsibilities for self and others;
- gender equality;
- sexual abuse, and what they should do if they are worried about any sexual matters.

Moral Values

Teachers aim to provide pupils with an understanding of the working of their bodies, including human reproduction, in the context of marriage and family life, of stable and loving relationships and respect for others, as per the National Curriculum.

Teachers and families need to ensure children are safe from abuse, exploitation, inappropriate touches and images; particularly in the modern technological world in which we live where internet safety for young people is of paramount importance.

[NB

OFSTED School handbook September 2016 - Expectations for an outstanding school:

- ***Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.]***

Content

Curriculum Provision:

Provided through PSHCE teaching, Science and specific Sex and Relationship Education lessons taught by specialists such as the school nurse with class teachers and /or HLTAs present in their own classes.

Content of our SRE programme:

Sex and Relationships Education is a key aspect of our school's Personal, Social and Health Education (PSHE) and is also covered through Science where applicable.

All children, including those who develop physically earlier than the average, need to know about puberty before they experience the onset of physical changes.

Allocation of content to Year Groups

Year group	Sensitive topics	Issues
All years	Correct naming of body parts using scientific vocabulary at age appropriate opportunities.	It is important to use correct terminology and understand that some words (slang, nick-names) are inappropriate or 'pet names' used by individual families which may not be understood universally.
All year groups through PSHE and Circle time	Homophobia	Our School is an equal opportunities organisation. We tackle homophobia in the same way we would tackle sexism or racism. Teasing and calling someone 'gay' will be challenged- e.g. 'It is not something we make fun of in this school'
	Marriage	Needs to be inclusive in the relationships we look at.
	Abusive relationships	Important to look at positive relationships and challenge any views that abusive relationships are acceptable.
	Safe touch	Children need to know that their body is their own and if they don't want others touching them that is ok: this could be children or adults. Know which areas are private and should not be touched by others. (Safe touch) Importance of personal space.
ICT and E-safety sessions	Risky situations	Recognising risks- e.g. other children or adults taking photographs of them.
	Safe people to talk to if they are worried	There is nothing that they can't tell someone. (link to asking for help.)
Yr 5/6	Families	Awareness of different kinds of families. Emphasis on loving relationships including marriage.
	Growing up – puberty	Emotional and physical changes of growing up, similarities between boys and girls. Coping with strong emotions.
	Reproduction How to look after their	Covered in Science – biology context as in National Curriculum.

	<p>bodies</p> <p>How to be safe and healthy</p>	<p>Also important to put into the context of committed relationship.</p> <p>How babies are made from egg and sperm, then develop in womb.</p>
<p>Yr 5 / Yr 6 School Nurse sessions</p>	<p>Reproduction</p> <p>Puberty</p> <p>More details given on: Conception; how babies develop and are born; why families (loving relationships) are important for having babies.</p> <p>Sometimes covered: Sexual feelings Body image</p> <p>Importance of feeling safe to talk to someone, ask questions.</p>	<p>This takes place in single gender year groups. We feel this allows boys and girls more opportunity to raise more specific and personal questions.</p> <p>Information about who they can speak to.</p>

Equal Opportunities and Special Education Needs & Disabilities

Sex and Relationship Education will help all children at our school to understand their physical and emotional development and enable them to make positive decisions in their lives. Teachers may have to plan work in different ways in order to meet the needs of children with Special Educational Needs & Disabilities.

Care and sensitivity will be shown in matching teaching to the maturity of all pupils involved. We are very aware that meeting our aims requires an age-appropriate and graduated programme. Teachers will take into account the developmental differences of children and will consider the potential for discussion on a one-to-one basis or in small groups. Matters relating to ethnic background, religion and other beliefs will be handled with through close discussion with the child, his/her parents/carers and teacher.

[NB.
Specialists believe that children only absorb the information that is appropriate for their level of maturity and understanding (as with other subjects); therefore, the repetition of key information at each age group is important to ensure all children are well informed.]

Working with Parents

As always, we seek to work alongside our parents/carers to provide effective and appropriate SRE for children at our school. We aim for our teaching to support and complement the role of parents and carers, as they are the key figures in helping their children to cope with the emotional and physical aspects of growing up. Parents and carers of all children in Year 5/6 are informed of the content of the school nurse sessions that will be delivered to the children and are given a link to enable them to view the resources that will be used. Parents are encouraged to ask questions and voice any concerns by contacting school.

In line with government legislation all parents/carers have the right to withdraw their children from any or all parts of a school's programme of Sex and Relationship Education, other than those elements which are required by National Curriculum Science. If a parent/carer has any concerns about the SRE provision, we will take the time to address their concerns and allay any fears that they may have. If any parents/carers decide to withdraw their child we shall work with them and their child to explore possible alternative provision to ensure the safety and welfare of the child.

[NB. Research, from April 2015, reported that youngsters who received SRE education early are three times more likely to speak out if abuse starts.]

The role of other members of the community

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 local healthcare providers such as the school nurse and other health professionals, give us valuable support with our sex education programme. Other people that we may call on include local clergy, social workers and youth workers.

Confidentiality

Teachers and the school nurse conduct sex education 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 take the reference seriously, and deal with it as a matter of 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 Head teacher will then deal with the matter in line with East Riding Safeguarding procedures.

The role of the Head teacher

It is the responsibility of the Head teacher to ensure that both staff and parents are informed about the Sex and Relationship Education Policy, and that the policy is implemented effectively. Teaching staff are aware of the importance of good quality sex and relationship education in order to support the government strategy for reducing the numbers of teenage pregnancy.

The Head teacher liaises with external agencies (school nurse) regarding the school sex education 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. It is also the Head teacher's responsibility to ensure that all members of staff are given sufficient training, so that they can support the teaching about sex effectively, and handle any difficult issues with sensitivity. The Head teacher monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.

Monitoring and review

The Curriculum Committee of the governing body monitors the impact of our sex education policy. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments.

This policy will be reviewed every two years, or earlier if necessary.

Policy Review Date: Autumn Term 2019

October 2017