

Brandesburton Primary School
Sex and Relationship Education Policy. (SRE)



Process for Policy Development

- This policy was developed through a variety of consultation methods involving staff and governors.

Aims of School SRE Development

The aim of SRE is to provide children with age appropriate information in order to explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. Effective SRE can make a significant contribution to the development of the personal skills needed for pupils if they are to establish and maintain healthy relationships.

We teach children about:

- Physical development of their bodies as they grow into adults
- Human reproduction
- Respecting their own bodies
- The importance of a stable family in its many forms
- Moral issues
- Relationship issues
- Respect for the views of other people
- Strategies to use if they are worried.

Moral and Values Framework

Teachers have a professional duty to ensure that SRE is taught within the agreed values framework of the school and that their own values do not influence the teaching of SRE.

The SRE programme at Brandesburton Primary School reflects the school ethos where our mission statement is 'Together we believe, together we achieve'. Our aims demonstrate and encourage the following values:

- Respect for self and others.
- Responsibility for own actions and towards own family, friends, school and wider community.
- A school ethos and climate of care and commitment to one another, where individuals are valued, feel safe and have their achievements celebrated
- Promotion of an inclusive school with equality of opportunity for all regardless of race, religion, gender or disability.

Equalities/Inclusion Statement

- Brandesburton Primary School aims to meet the needs of all pupils regardless of sexuality, ability, gender, family background, culture and religion. Equal time and provision will be allocated to all groups but there are many occasions where children with Special Educational Needs are given extra support.
- This complies with the Guidance on SRE.

Organisation of School Sex and Relationship Education

- SRE is not seen as an isolated subject, but is embedded in all curriculum areas including Personal, Social and Health Education (PSHE). Whilst we carry out SRE mainly through the PSHE curriculum, we also teach it through other subjects, including Science and Physical Education. This, we believe, contributes significantly to children's knowledge and understanding about their own bodies and how they are changing and developing. In PSHE we teach children about relationships and encourage them to discuss issues. In science we teach children about the main parts of the body and how a baby is born in line with the guidance material in the national scheme of work for science.
- In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce. Children learn to appreciate the fact that people are not all the same and that we need to respect each other.
- In Key Stage 2 we extend children's knowledge and understanding through studies about life processes and living things and the main stages of the human life cycle. In Year 6 a greater emphasis is put on health education and we explain to the children what happens to their bodies during puberty. We discuss the emotional aspects of puberty and give children strategies to manage their feelings with due regard to their emotional development. We invite our school nurse to lead a programme of SRE for Y6 pupils during the year. Parents are informed when these sessions take place.

- Children are helped to develop confidence in talking, listening and thinking about sex and relationships. A number of teaching strategies are used that support this, including:
 - establishing ground rules
 - using distancing techniques
 - knowing how to deal with unexpected questions or comments from pupils
 - using active learning methods
 - encouraging reflection.
- SRE is normally delivered in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.
- SRE is mainly delivered by teachers and HLTAs with specialist knowledge of PSHCE. Opportunities are provided for children to discuss any delicate issues with staff. All input to SRE lessons is part of a planned programme, negotiated and agreed with staff in advance.
- Use of outside visitors/speakers. The school leads the programme but outside visitors have a role. There is a school protocol for involving outside visitors.
 - The community nurse and other visitors contribute to the SRE programme.
 - Visitors are invited in to school because of their particular expertise or contribution they can make. All visitors work within the school's SRE policy. All visitors are supervised/supported by a member of staff at all times. The input of visitors is monitored and evaluated by all staff and pupils. The evaluation informs future planning.
 - The school will continue to liaise with the local secondary school to ensure that the programme for SRE is continuous at KS3.
- The input is monitored and evaluated by staff and pupils. This evaluation contributes to future planning.
- We make effective use of the "Social, Emotional Aspects of Learning" Programme (SEAL) and "Health for Life" to support the delivery of SRE.

Working with Parents/Carers

The school is fully aware that the primary role in children's SRE lies with parents and carers. We therefore wish to build a positive and supportive relationship with parents/ carers of children in our school, through mutual trust, understanding and co-operation. To promote this objective we:

- Inform parents about the school's SRE policy and practice so that teaching in school supports the key messages that parents/carers give to children at home.
- Answer any questions parents/carers have about their child's SRE.
- Take seriously any concerns parents/carers may raise about the arrangements for SRE.
- Encourage parents/carers to be involved in the review of the policy;

Opportunities exist throughout the curriculum for promoting SRE. Parents have the right to withdraw their children from SRE lessons that fall outside those aspects covered in Science lessons. Parents do not have to give their reasons for withdrawing their children but will be made aware of the implications of removing children. Parents/carers wishing to exercise the right to withdraw their child are invited to see the Headteacher who will explore any concerns and discuss any impact that withdrawal will have on the child. If a child is withdrawn they may not take part in the SRE programme until the request for withdrawal is removed.

Materials are available for parents/carers to view at their request.

Controversial or sensitive issues

Staff are aware that views about SRE issues are varied. However, whilst personal opinions are respected, all SRE issues are taught without bias. Topics are presented using a variety of approaches so that pupils are encouraged to form their own informed opinions, whilst respecting that others may hold different views. Both formal and informal SRE arising from children's questions are answered according to the age and maturity of the pupil concerned. Staff set ground rules which give them the right to refuse to answer questions of a personal nature. Certain questions may need to be answered on an individual basis and referral to the Child Protection Coordinator may be required.

Brandesburton Primary School believes that SRE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with proactively and sensitively.

In preparing for puberty, the community nurse works with the older children in the school. She explains how their bodies will change using sensitive language and video material. Parents are informed of this and materials to be used are made available for parents to view beforehand. As detailed above, parents may

then make an informed judgement to remove their child from the lesson. Both genders receive the same information and discussions follow to allay myths and address misconceptions.

- Confidentiality. This policy links with the Child Protection Policy which contains the school's statement on confidentiality. Confidentiality is maintained by the member of staff concerned.
- As a result of the SRE programme, disclosures involving child protection issues may arise and staff need to be aware of the procedures for reporting concerns. (See Child Protection Policy.) They would talk to the named child protection coordinator with concerns (i.e. the Head Teacher) or the assistant child protection coordinator (the SENDCo) in such instances. The breaking of confidentiality will be explained to the child and they will be supported through the process.
- Children are aware of the school's confidentiality policy but it is made clear to them that there are some instances where a teacher would have to break confidentiality and tell someone else for their protection.

Monitoring and Evaluation

The PSHCE coordinator will monitor this policy together with other policies relating to PSHCE. The PSHCE coordinator reports to the governing body on changes to the SRE policy.

We adhere to the principles of children learning Life Skills. PSHCE and its components are essential life skills which cannot be assessed formally. The way that children apply what they have learned to real life situations forms the basis of our informal assessment for all areas of the PSHCE curriculum. Their responses help to inform our next steps forward and inform future planning.

- Elements of sex education are assessed formally within the Science curriculum.

June 2017

To be reviewed June 2019