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**Buckfastleigh Primary School  
Sex Education and Relationships  
Policy  
Approved May 2016**

# Buckfastleigh Primary School Sex and Relationships Policy

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This policy covers Buckfastleigh Primary School's approach to SRE and takes full account of the school's legal obligations and the latest DfE guidance Keeping Children Safe In Education (KCSiE 2014) and 'Sex and Relationships Education Guidance' (DfE 2000). It has also been written in line with the 'Every Child Matters' agenda with its five key outcomes of:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Achieving economic well-being

Our school's aim is to provide a stimulating and caring environment, in which each child experiences high standards of education and preparation for the future, working in partnership with parents and the local community. We wish to ensure that all children are valued, and that we have robust and sensible policies and procedures in place to protect all children, and support those in specific need.

## **Aims of the Sex and Relationships Education programme**

- Provide children with knowledge of loving relationships and of human reproductive processes
- Reassure children of their values and self-worth including aspects of dignity, self-respect and self restraint
- Nurture a responsible attitude towards personal relationships including aspects of mutual respect and care, as well as developing a sensitivity towards the needs of others
- Inform children on matters of personal hygiene and related health issues
- Educate against discrimination and prejudice
- Empower children to make informed choices about their bodies

Sex and Relationships Education in the schools will be progressive in that children will learn more detail in each successive year group. The term Sex and Relationships Education is used in this policy rather than Sex Education. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the respect for one another.

## **Morals and values framework and ethos of the school statement**

The Sex and Relationships Education programme will reflect the school's overarching aims and supportive school ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment which is conducive to learning.

All are encouraged to promote the following values:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility to their family, friends, school and wider community

## **Ethnic and cultural diversity**

Different ethnic and cultural groups may have different attitudes to Sex and Relationships Education. The school will consult children and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

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## **Varying home backgrounds**

We recognise that our children may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

## **Curriculum Content**

The DfE recommends that all primary schools have a Sex and Relationships Education programme tailored to the age and the physical and emotional maturity of the children. It should ensure that both boys and girls know about puberty and how a baby is born. In the early years, education about relationships should focus on friendship, bullying and the building of self-esteem. In KS 1 it will include laying foundations of understanding about growth and change and respect for one another. KS2 it will be the preparation for the changes of puberty and developing an understanding of sex and relationships.

Our Sex and Relationships Education programme will ensure that children:

- develop confidence in talking, listening and thinking about feelings and relationships
- are able to name parts of the body and describe how their bodies work
- can protect themselves and ask for help and support
- are prepared for puberty

Topics and themes will be revisited each year taking account of the children's' development and needs. Individual children's needs will be considered with reference to the school inclusion policy. Our Sex and Relationships Education is delivered within a whole school approach which includes:

- Discrete curriculum time
- Teaching Sex and Relationships Education through and in other subjects/curriculum areas, e.g. RE
- Teaching elements of the Sex and Relationships Education curriculum through the statutory Science KS1 and KS2 curriculum
- Through advice from the school nurse, parents/carers and appropriate outside speakers
- Through pastoral care and guidance
- PE which covers keeping healthy and personal hygiene

Consideration will also be given to appropriate teaching methods [i.e. one-to one, small group, whole class].

## **Specific issues**

### **PARTNERSHIP WITH PARENTS**

Parents need to know that the school's SRE programme will compliment and support their role as parents.

To achieve this:

- The relevance and importance of the SRE programme will be made explicit.
- We would also hope to provide advice where appropriate.
- Parents are able to see the materials used in the teaching of SRE.
- Parents have the right to withdraw their child from SRE lessons which are outside the compulsory elements contained in the national curriculum. Notification is always sent to parents in advance of such specific lessons. If a parent feels it necessary to withdraw their child, they should arrange to come into school and discuss their concern with class teacher or Head teacher. In the event of a

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child being withdrawn from a lesson the child will stay in school and will be assigned to another class until the SRE lesson is over.

- We will respect the beliefs of parents who wish to withdraw their child from the SRE programme.

## Ground Rules

Teachers will be careful to ensure that their personal beliefs and attitudes do not influence the teaching of Sex and Relationships Education. Ground rules are established in every class in order to provide a common values framework within which to teach.

- Children will be given preparation so that they will know how to minimise any embarrassment they feel.
- No one teacher or pupil will have to answer a personal question and no one will be forced to take part in a discussion.
- Only the correct names for body parts will be used.
- Meanings of words will be explained in a sensible and factual way.

## Answering difficult questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. All questions will be answered; however, questions do not have to be answered directly and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations. Teachers should adhere to the following advice:

- If a question is too personal the pupil should be reminded of the Ground Rules. If a pupil needs further support then they should be referred to an appropriate person.
- If a teacher does not know the answer to a question it is important to acknowledge this and take the opportunity to research it later.
- If a question is too explicit, feels too old for the pupil, is inappropriate for the whole class, or raises concerns of child abuse then the teacher will acknowledge it and follow appropriate safeguarding procedures.

## Safeguarding

Children occasionally make personal disclosures, either in class or to individual teachers. The Academy policy about safeguarding provides guidance for teachers on this matter and should be referred to in conjunction with this policy. Safeguarding procedures must be followed when any disclosures are made.

## Complaints

Any complaints about the Sex and Relationships Education Programme should be made to the Headteacher who will report to the governors.

## Use of outside organisations

Careful consideration is given to the content, co-ordination and consistency of messages presented to children and an outside organisation is only used to enhance the current programme, not to replace teacher led delivery.

- All visitors will be DBS checked prior to contact with any children.

## Organisation of School SRE

### Methodology and Approach

There is a whole school approach from Reception to Y6, and all class teachers deliver SRE, in line with our school ethos and following the PSHE long term school plan. It is taught in a cross curricular way, encompassing all elements within the National Curriculum, as well as expanding more broadly

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into human relationships, human and physical development and reproduction and risks of sexual activity and sexuality. SRE is taught in single/mixed sex classes where appropriate (as decided by the class teacher).

Teachers should at all times avoid embarrassment and protect pupils' privacy by always de-personalising discussions. Role play can be used to act out situations, case studies with invented characters, videos and visiting theatre groups can all help to discuss sensitive issues and develop decision making skills in a safe environment.

## **Dissemination of the SRE Policy**

The policy is available on the school website for all parents and is available directly from the school office.

## **Provision for pubertal children**

Sanitary disposal units are located in the cubicles of the toilets. Girls requiring sanitary protection can approach any teacher for help.

## **HIV/AIDS policy**

The school follows the procedure outlined by the County Council to support children or staff affected by HIV/Aids.

## **Assessment**

Teachers will assess children's knowledge through observation and discussion during lessons.

## **Monitoring and evaluation of the policy**

The PSHE co-ordinator, in conjunction with the named governors will be responsible for the monitoring and evaluation of this policy. Any relevant comments from recent OFSTED inspections, or other evaluations completed will also be included in the evaluation and review process.

Date of Policy: \_\_\_\_\_ May 2016 \_\_\_\_\_

Review of the Policy: \_\_\_\_\_ May 2017 \_\_\_\_\_