

Version	May 2019
Owner	Governors
Approved	May 2019
Review Cycle	Bi-annually
Next Review	2021



Sex, Relationships Education Policy

May 2019

Date of publication: May 2019

Review date: May 2021

Buckfastleigh Primary School

SEX AND RELATIONSHIPS EDUCATION (SRE) POLICY

INTRODUCTION: THE IMPORTANCE OF SEX AND RELATIONSHIPS EDUCATION IN THE 21ST CENTURY CURRICULUM

“Sex and Relationships Education is lifelong learning about physical, moral and emotional development. 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. It is not about the promotion of sexual orientation or sexual activity.” (DFE July 2000)

Our children learn about sex and relationships from a young age, even if we don't talk with them. Some of the things they learn are incorrect, confusing and frightening. In a world where sex is used to sell things from food to fast cars, and celebrities' lives become everyone's business, we should talk to our children to help them make sense of it all.

As well as this, in the UK we have the highest rates of teenage pregnancy in Western Europe. We also have high rates of sexually transmitted infections (STIs). Effective SRE does not encourage early sexual experimentation - but it does enable young people to mature, to build up their confidence and self-esteem and to understand the reasons for delaying sexual activity until they are ready.

Parents and carers are the key people in their child's learning about sex and relationships and schools should always work in partnership with home. Parents and carers need to know that the school's SRE programme will complement their role and support them in the education of their child regarding sex and relationships. Each of the schools in our Academy will ensure that parents' and carers' views are heard and that taught SRE is culturally appropriate and inclusive of all of our children.

AIMS AND OBJECTIVES

There are three main elements to our SRE programme:

- Gaining knowledge and understanding
- Developing positive attitudes and values
- Extending personal and social skills

In our schools, we have a commitment to ensure that our programme is relevant to all pupils and is taught in a way that is age and stage appropriate.

The objectives of Sex and Relationship Education in our schools are:

- To ensure there is a partnership between home and school
- To ensure children and young people's views are actively sought to influence lesson planning and teaching
- To start teaching early and ensure it is relevant to pupils at each stage in their development and maturity
- To ensure SRE is taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sex and consent
- To ensure SRE includes the acquisition of knowledge, the development of life skills and respectful attitudes and values
- To ensure that SRE has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services
- To help pupils understand on and offline safety, consent, violence and exploitation
- That SRE is both medically and factually correct and treats sex as a normal and pleasurable fact of life
- To be inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience
- To use active learning methods, and is rigorously planned, assessed and evaluated

- To help pupils understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media
- To teach pupils about the law and their rights to confidentiality even if they are under 16, and is linked to school-based and community health services and organisations.
- To promote equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs
- SRE provides a framework in which sensitive discussions can take place
- SRE prepares pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- SRE helps pupils develop feelings of self-respect, confidence and empathy
- SRE creates a positive culture around issues of sexuality and relationships
- SRE teaches pupils the correct vocabulary to describe themselves and their bodies

SRE contributes to:

- a positive ethos and environment for learning
- safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school
- a better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships
- helping pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice
- reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying

STATUTORY REQUIREMENTS

If primary academies teach SRE, they are required by their funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Buckfastleigh Primary School we teach SRE as set out in this policy.

POLICY DEVELOPMENT

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their SRE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

DEFINITION

SRE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

SRE involves a combination of sharing information, and exploring issues and values.

SRE is not about the promotion of sexual activity

EXPECTATION IN SRE

Our schools have a statutory duty to teach the following as part of the National Curriculum Science Orders

Key Stage 1

- notice that animals, including humans, have offspring which grow into adults

Key Stage 2

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.
- describe the changes as humans develop to old age.
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Parents do not have the right to withdraw their child/children from these above aspects of the Science curriculum.

Foundation Stage

Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

Key Stage 1

Through work in science, children learn about the life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and Citizenship, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them.

They also learn about personal safety.

Key Stage 2

In science, children build on their knowledge of life cycles and learn about the basic biology of human reproduction. In RE and Citizenship, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

TEACHING AND LEARNING

A designated teacher will have overall responsibility for the provision of the programme, for monitoring developments within sex education and for recommending to governors any amendments that they feel necessary and appropriate.

Parents will receive prior notification of the SRE Programme to enable them to discuss issues with staff or their own children.

- Materials used in the SRE Programme will be available to parents on request.
- Parents may withdraw their children from all or part of the school's SRE Programme if they wish.
- The SRE Programme will cover aspects of personal hygiene, puberty, menstruation, media, homophobic prejudice, relationships and families, communication, naming body parts, pregnancy and birth.
- The children will be taught in both single and mixed gender groups as appropriate.
- If questions are asked by children outside the SRE Programme, the designated sex education teacher will use their discretion in answering them in an appropriate manner and at an appropriate and suitable time.
- Every child – including those with protected characteristics (*see Equality Policy*) is entitled to receive SRE. SRE is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief or other life experience

- It is our intention all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision if required.
- The school's SRE Policy is subject to biannual review.

Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom or one which is beyond the Key Stage 2 objectives, provision will be made to meet the individual child's needs.

Use of visitors

"Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator's and teacher's responsibility to plan the curriculum and lessons."

Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11

When appropriate, visitors such as the school nurse may be involved in the delivery of sex and relationship education, particularly in Key Stage 2.

Inclusion

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

ORGANISATION OF SRE

The Sex and Relationships Education Programme (SRE) is organised by the designated school leader for SRE.

Reception	YR1	YR2	YR3	YR4	YR5	YR6
Our day	Keeping clean	Differences boys and girls	Differences male and female	Growing and changing	Puberty	Puberty and reproduction
Keeping ourselves clean	Growing and changing	Differences male and female	Personal space	What is puberty?	Male and female changes	Relationships
Families	Families	Body parts	Family differences	Changes and reproduction	Puberty and hygiene	Conception and pregnancy
						Communicating in relationships

ASSESSMENT AND RECORDING

In Science, as a core subject the teacher makes termly assessments against the year group expectations. We provide annual reports based on the assessment of children's learning. Reports provided a brief summary of the work covered, a summary of the standards achieved and how the child can improve their learning. We also recognise that some of the most important learning in SRE (*e.g. how SRE contributes to social and moral development*) cannot be formally assessed.

ROLES AND RESPONSIBILITIES

The governing body

The governing board will hold the headteacher to account for the implementation of this policy.

The headteacher

The headteacher is responsible for ensuring that SRE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of SRE (see section 7).

Staff

Staff are responsible for:

- Delivering SRE in a sensitive way
- Modelling positive attitudes to SRE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of SRE

Staff do not have the right to opt out of teaching SRE. Staff who have concerns about teaching SRE are encouraged to discuss this with the headteacher.

Pupils

Pupils are expected to engage fully in SRE and, when discussing issues related to SRE, treat others with respect and sensitivity.

CONSULTING WITH PARENTS

Materials that will be used in the school's SRE Programme can be seen by parents in school on request to the designated teacher with responsibility for coordinating sex and relationship education.

The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to discuss the content of the lessons and to view the videos and resources being used.

Parents have the right to withdraw their children from those aspects of sex and relationship education not included in the National Curriculum Science Orders - alternative work will be set.

RIGHTS OF WITHDRAWAL

We firmly believe that SRE is an important subject in children's learning. We fully recognise the legal right of parents to withdraw their children from those aspects of sex and relationship education not included in the National Curriculum Science Orders. Following the consultation process, we would encourage parents to contact the Headteacher if they have any concerns about the SRE provision and practice at the school.

CHILD PROTECTION / CONFIDENTIALITY

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member will inform the Head Teacher /Designated Child Protection person in line with the procedures for child protection.

A member of staff cannot promise confidentiality if concerns exist.

MONITORING AND EVALUATION

The Headteacher, link governor and designated teacher with responsibility for SRE will monitor the implementation of this policy and identify areas for development and make recommendations to the Governors with regard to this policy.

The Governors will receive an annual report on the implementation of this policy from the school leadership team.

TRAINING

Staff are trained through our continuing professional development calendar. The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching SRE.