



Believe to Achieve! "Roots will grow down into God's love and keep us strong" EPH 3:17

Sex and Relationship Education Policy

Sex and Relationship Education (SRE) 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 essential if young people are to make responsible and well informed decisions about their lives. It is not about the promotion of sexual orientation or sexual activity.

AIMS of SRE

We teach children about:

- the physical development of their bodies as they grow into adults;
- 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;
- moral questions;
- relationship issues;
- respect for the views of other people;
- sexual abuse and what they should do if they are worried about any sexual matters.
- Staying safe online

We ensure that all children:

- develop confidence in talking, listening and thinking about feelings and relationships;
- develop their self esteem and sense of responsibility;
- are able to describe their body parts and describe how their body works;
- can protect themselves and ask for help and support;

CURRICULUM CONTENT

Outlined below are the content areas that will be covered.

Foundation Stage 2 & Y1

- growing up, me, animals, plants and caring for young
- how my body works
- families
- healthy eating
- making friends
- keeping safe, saying no to strangers
- my moods, happy, sad
- beginning life, me, animals
- loss and mourning, person, animal
- E safety

Year 2

- different types of families
- feelings, love, jealousy
- what makes me happy
- what I like and don't like
- keeping safe
- caring, hygiene, sleep, exercise
- inside my body
- E safety

Years 3 & 4

- feelings, happy, sad, embarrassed, scared
- difficult situations, teasing, bullying
- changes in my body
- family trees
- keeping healthy
- friendship
- making decisions
- keeping safe, e.g. say no to strangers
- varied lifestyles
- E safety

Year 5 and 6

- Making decisions
- risk taking
- feelings, future, changing schools
- families, how they behave
- celebrations, birth, christening, puberty, marriage, death, divorce
- differences between people
- friendships and relationships
- sexuality
- body changes
- things that help our bodies, e.g. food, some drugs
- things that harm our bodies, e.g. drugs, cigarettes, poisons.
- E Safety

RESOURCES:

A range of age appropriate resources are available, including:

- Hamilton Trust
- Espresso (School computer software)
- Science reference books
- BBC Sex Education Video
- SEAL
- Learn4Life

Role of the teacher

Teachers are expected to work within the guidelines of the policy. The personal beliefs and attitudes of the teacher will not influence the teaching of Puberty, Development and Relationships education within the PSHE policy. Teachers will be expected to answer questions honestly and recognise the appropriateness of the question in regard to the age of the child and, may decide not to answer the question.

Inappropriate behaviour or language

If the class teacher becomes aware of this, he/she will deal with it on an individual basis, discussing the situation with parents and the Headteacher, if it is appropriate

Role of outside agencies

Health professionals (for example, the school nurse) who are involved in delivering programmes are expected to work within the school's SRE policy and on the instructions of the head teacher. However, when they are in their professional role, such as a school nurse in a consultation with an individual pupil, they should follow their own professional codes of conduct.

The Role of Parents

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school's sex education policy and practice;
- answer any questions that parents may have about the sex education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education 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 sex education, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

Equal Opportunities

All children, regardless of gender, racial group and ability, will have equal access to the Puberty, Development and Relationships curriculum.

Confidentiality

Teachers may at times be party to sensitive information about pupils, some of this perhaps relating to illegal activity. All staff will be clear about the rules of confidentiality and reporting;

- information about pupils should not be passed on indiscriminately;
- teachers should not offer pupils unconditional confidentiality;
- information about behaviour that is likely to cause harm to pupils or to others must be dealt with in line with the school's Child Protection procedure and passed to the designated member of staff with responsibility for Child Protection or the Headteacher;
- teachers will make it clear to pupils that some information may need to be passed on in the pupil's best interests and that they will be informed if this is necessary;
- in the case of illegal activity. Action will be taken in the best interests of the pupil, according to the agreed Child Protection procedures;
- teachers are not obliged to pass on information about pupils to their parents;
- if the teacher believes the pupil is at moral or physical risk or in breach of the law, they will fulfil their duty to ensure the pupil is aware of the risks and encourage them to seek support from their parents where appropriate;

- external agencies working with pupils will be made aware of, and required to abide by, the confidentiality rule.

Roles and responsibilities

This policy has been developed through consultation between staff and between the subject leader, head teacher, governing body and parents. The head teacher and subject leader monitor and evaluate the work achieved by the children in this area. The subject leader identifies areas for development, resource needs and helps in the moderation of standards across the school. The subject leader works with the Staffing and Curriculum Governor Committee so that they are aware of such issues. The committee will keep the governing body informed about developments in this area.

Monitoring and evaluation

The monitoring and evaluation of the achievements made in this area of the curriculum is carried out through the guidelines on monitoring and evaluation. These set out how the head teacher and subject leader use a range of strategies to assess the quality of achievements. The class teachers, however, have a key role in monitoring and evaluation of their work and that of the children in their class. The Headteacher works with the governing body to inform them about the work carried out within the school.

The Education Development Committee reviews the SRE policy on an annual basis. OFSTED evaluate the school’s SRE policy.

This policy should be considered in conjunction with the school’s Science, PSHE and behaviour policies. (PSHE = Personal, Social and Health Education).

Document Issue Control:

DOCUMENT TITLE:		Brinkworth Earl Danby’s C of E Primary School	Sex & Relationships Policy	
Revision	Date	Changes	Purpose of Issue	Originator
Issue 1		First Issue	FGB approval	SFC
Issue 2	Mar 2013		FGB approval	EDC
Issue 3	Jan 2015	Updated	FGB approval	RP
Issue 4	Jan 2016	Revised	FGB approval	LH
Issue 5	Mar 2018	Updated	FGB approval	LH