



Policy – Sex and relationships

Date – November 2016

Review Date – November 2019

Based on – DfE guidance Sex and Relationships (DfE
0116/2000)

Sections 403 and 405, Education Act 1996
Government White Paper, The Importance of Teaching, Nov
2010

Signed by the Headteacher

Name _____

Signed on behalf of Governors

Name _____

Burley and Woodhead CE Primary School

Vision and aims of the school

As a Church of England school, we are committed to preparing our children for their journey into the 21st century. The world in which they will live as adults will be diverse, uncertain, dynamic and full of opportunities. We recognise this and are committed to giving them a primary education, in partnership with parents, local Churches and the wider community, which prepares them for the rest of their lives.

Our aim is to develop a school that everyone can be proud of which promotes a strong academic, social, moral and spiritual ethos. When children leave our school, they will be respectful, resilient, confident, caring individuals with a love of learning, who are ambitious future leaders of their local and global community.

We will do this by:

- Ensuring the members of our school community can work together in a caring and supportive learning environment.
- Communicating our identity through our six Burley Woodhead me areas: learning me, global me, healthy me, creative me, safe me and collaborator me.
- Underpinning all our work with our twelve Christian values: compassion, courage, forgiveness, friendship, generosity, justice, perseverance, respect, service, thankfulness, trust and truthfulness.
- Promoting a Growth Mindset ethos to ensure that children and adults have the capacity to learn when it is challenging, resilient when approaching unfamiliar tasks and reflective when given feedback.

Introduction

At Burley and Woodhead CE Primary, sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding that love and care, mutual respect and stable and loving relationships are all important in family life.

There are three main elements:

- Attitudes and values
- Personal and social skills
- Knowledge and understanding (Sex and Relationship Education Guidance DfEE 2000)

We use sex education to inform children about sexual issues with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions and promoting healthy, informed choices. It is not about the promotion of sexual orientation or sexual activity.

Aims of policy

Taking into account the age, maturity and needs of the pupils, SRE aims to:

- provide the knowledge and information to which all pupils are entitled;
- help children to develop feelings of self-respect, self-esteem, self-confidence, sympathy and empathy;
- provide the confidence to be participating members of society and to value themselves and others;
- prepare pupils for puberty and encourage them to take responsibility for their own actions;
- give them an understanding of reproduction and sexual development;
- give them an understanding of the importance of health and hygiene;

- develop and use communication skills and assertiveness skills to cope with the influence of their peers and the media;
- respect and care for their bodies;
- answer pupils' questions honestly and sensitively – referring the children to their parents where appropriate;
- give them information on where individuals and families can get help and support.

Equality statement

We embrace equality and diversity, promoting acceptance of difference in line with Stonewalls' "Different Families" campaign. We ensure our resources and language are inclusive of all families. Children will understand that a loving relationship can be between a mum and dad, dad and dad or mum and mum.

Teaching and learning

We teach SRE discretely as part of our Personal Social Health & Economic (PSHE) curriculum during our Burley and Woodhead "Creative me" half term focus. However some relationship aspects are covered through other areas of the curriculum including English and R.E. and biological aspects being covered in science.

Our curriculum maps out key learning that needs to be taught for each year group within the unit of PSHE. Our Christian values are intrinsic to developing our pupils' for life beyond school. Children will learn about the values through all aspects of school life and in all curriculum areas, not just SRE, however there is a strong correlation between our values and adopting healthy relationships and this will be drawn upon as part of their learning.

We also teach SRE through other subject areas (such as science and PE) where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Linked with R.E, 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.

The role of parents

The school is well aware that the primary role in a child's sex and relationship education lies with parents and carers. We want to build a positive and supporting relationship with parents through mutual understanding, trust and cooperation. In promoting this objective we:

- inform parents about the school's sex education policy and practices,
- inform parents prior to the commencement of the discrete SRE units and statutory science unit,
- 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 and relationships 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 school's sex education programme but not the statutory science unit. If a parent wishes for their child to be withdrawn, they should discuss this with the Headteacher, making it clear which aspects of the programme they do not wish their child to participate in.

Dealing with difficult questions

All UKS2 classes have an "askit" basket in their classroom during the half term in which they are taught SRE so they can ask questions anonymously or privately.

If a child asks an explicit question, staff will use their professional judgement in deciding the best way to answer it. This may be through individual work or discussion with the child. If the member of staff is concerned, they can refer to the PSHE leader or Headteacher who can discuss the matter with the parent, signpost the child to further information or adopt other appropriate procedures.

Children with special educational needs

As with all other areas of the curriculum, we will ensure that children with special educational needs are able to access SRE at the appropriate level. This may involve additional support within a lesson, small group or individual lessons or adapting resources. Key to involvement of SEN children will be discussions between the child's class teacher, SENCo and parents.

The role of other members of the community

"Visitors should complement but never substitute or replace planned provision. It is the PSHE coordinator's and teacher's responsibility to plan the curriculum and lessons." Sex and Relationship Guidance DfEE 0116/2000 p29.6.11

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 the Local Health Authority, such as the school nurse and other health professionals, give valuable support with our sex education programme.

Confidentiality

Teachers conduct sex and relationship education lessons in a sensitive manner and in confidence. However, if a child makes a disclosure or gives cause for concern, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in the same way if a child indicates that they may have been a victim of abuse (see 'Child Protection and Safeguarding Policy'). In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Designated Safeguarding Leads in line with the school's procedures for children protection and safeguarding.

A member of staff cannot promise confidentiality if concerns exist. We prepare our children and inform them in understanding confidentiality by staff saying a phrase along the lines of: 'if you tell me anything where I think you may be hurt or someone else is being hurt, I have to pass it on.'

The role of the Headteacher

- It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our sex and relationship education policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that

members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

- The Headteacher liaises with external agencies regarding the school sex and relationship education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.
- The Headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Monitoring and review

Monitoring is the responsibility of the Headteacher, named governor (Sarah Lewthwaite) and teacher with responsibility for sex and relationship education (Melissa Gadsby).

The school will assess the effectiveness of the aims, content and methods in promoting students learning by lesson observations, sampling teachers planning, looking at the class teachers PSHE/SMSC portfolio, samples of work in Science and RE, and feedback from staff, children and parents.

The effectiveness of the SRE programme of study will be evaluated by assessing children's learning and implementing change if required.

The named governor monitors our sex and relationship education policy on an annual basis. Findings and recommendations are given to the full governing body, as necessary, if the policy needs modification. The Governing Body gives serious consideration to any comments from parents about the sex and relationship education programme, and makes a record of all such comments.

Links with other policies

This policy is linked with the following policies:

- Behaviour
- Child Protection and Safeguarding
- Equality
- Inclusion
- PSHE and Citizenship

Joanne Siddall
November 2016

PSHE overview for the year

	Autumn 1 Learning me	Autumn 2 Global me	Spring 1 Safe me	Spring 2 Healthy me	Summer 1 Creative me	Summer 2 Collaborator me
Reception	Growth Mindset Zones of working The learning pit Challenge How the brain works The power of yet	United Nations – rights of the child Fairtrade	Anti-bullying NSPCC pants are private Different love, same families (Stonewall) Online safety	Keeping healthy People who help me keep healthy What goes into or on to my body Name and recognise different emotions	Male and female Baby animals Human babies and changes Making friends Special people Differences between boys and girls	Enterprise
Year 1	Growth Mindset Zones of working The learning pit Challenge How the brain works The power of yet	United Nations – rights of the child Fairtrade	Anti-bullying NSPCC pants are private Different love, same families (Stonewall) CEOP online safety	How medicines get into my body, how medicines keep us healthy How medicines and other substances harm me Mindfulness	Male and female Growing and changing Friends Families of all kinds Gender stereotypes	Enterprise
Year 2	Growth Mindset Zones of working The learning pit Challenge How the brain works The power of yet	United Nations – rights of the child Fairtrade Local democracy	Anti-bullying NSPCC pants are private Different love, same families (Stonewall) CEOP online safety	How medicines and alcohol affect the body How medicines and alcohol harm me Making safe choices Mindfulness	Male and female Growing and changing Friends Families of all kinds Gender stereotypes	Enterprise
Year 3	Growth Mindset Zones of working The learning pit Challenge How the brain works The power of yet	United Nations – rights of the child Fairtrade	Anti-bullying NSPCC pants are private Different love, same families (Stonewall) CEOP online safety	How people keep healthy How smoking affects the body Making healthy choices Mindfulness	Changes in my lifetime Parts of the body Life cycles Families of all kinds Relationships and types of love Gender and stereotypes	Enterprise
Year 4	Growth Mindset Zones of working The learning pit Challenge How the brain works The power of yet	United Nations – rights of the child Fairtrade Linking schools – joint working with school in centre of Bradford	Anti-bullying NSPCC pants are private Different love, same families (Stonewall) CEOP online safety	Legal drugs in society The safe use of legal substances and medicines Friendships, relationships and influences Mindfulness	Changes in my lifetime Parts of the body Life cycles Families of all kinds Relationships and types of love Gender and stereotypes	Enterprise
Year 5	Growth Mindset Zones of working The learning pit Challenge How the brain works The power of yet	United Nations – rights of the child Fairtrade	Anti-bullying NSPCC pants are private Different love, same families (Stonewall) Alright Charlie CSE resources	Why do people use drugs and solvents? Resisting peer pressure What to do in an emergency Mindfulness	Reproduction of animals Puberty Menstruation Parenting Personal hygiene	Enterprise

Year 6	Growth Mindset Zones of working The learning pit Challenge How the brain works The power of yet	United Nations – rights of the child Fairtrade Archbishop of York Young Leader's Award	Anti-bullying NSPCC pants are private Different love, same families (Stonewall) Alright Charlie CSE resources	Facts about illegal drugs Influences on behaviour and stereotyping Resisting peer pressure and accessing sources of support Mindfulness	Human reproduction Personal hygiene Parenting What makes a family?	Enterprise
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