

BRIXHAM CHURCH OF ENGLAND PRIMARY SCHOOL



**Brixham C of E
Primary School**

Sex and Relationships Policy

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1. INTRODUCTION

“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 the very youngest 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 for 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. Brixham Church of England Primary School will ensure that parents' and carers' views are heard and that taught SRE is culturally appropriate and inclusive of all of our children.

2. AIMS AND OBJECTIVES

At Brixham C of E Primary School, 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 aims of sex and relationship education (SRE) at our school are to:

- Gain knowledge and understanding, whilst providing a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop their personal and social skills, including feelings of self-respect, confidence and empathy
- Developing positive attitudes and values by creating a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

The objectives of the Sex and Relationship Education at Brixham C of E Primary School are:

- To enable our pupils to make responsible, informed and healthy decisions about their lives, both now and in the future.
- To teach our pupils to respect themselves and others, so they can move confidently from childhood through to adolescence and into adulthood.
- To provide a supportive learning environment in which pupils can develop their feelings of self-worth and confidence, especially in relationship to others.

3. DEFINITION

Sex and Relationships Education (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.

4. SEX AND RELATIONSHIPS EDUCATION IN THE CONTEXT OF THE NATIONAL CURRICULUM:

Legal requirements

SRE is not compulsory in primary schools. However, primary schools are required to teach the elements of sex education contained in the science curriculum.

If primary schools do teach SRE, they must have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996:

<http://www.legislation.gov.uk/ukpga/1996/56/section/403>

<https://www.gov.uk/government/publications/sex-and-relationship-education>

5. DELIVERY OF SRE

At Brixham C of E Primary School we teach SRE as set out in this policy.

SRE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of SRE are taught within the science curriculum, and other aspects are included in religious education (RE).

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

5.1 Science

We have a statutory duty to teach the following as part of the National Curriculum for Science.

5.2 Early Years Foundation Stage (EYFS)

Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

5.3 Key Stage 1

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults.
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
- Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.

5.4 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 the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- 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 the above aspects of the Science curriculum, as they are statutory.

6. RELIGIOUS EDUCATION (RE) OR SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC)

Section 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which 'promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'.

RE plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices.

RE makes an important contribution to a school's duty to promote community cohesion. It provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination.

- Enables pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society

- Teaches pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice
- Prompts pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.

7. PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION

PSHE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others, will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

8. EARLY YEARS FOUNDATION STAGE

Personal, social and emotional development involves helping children to develop a positive sense of themselves and others to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

8.1 Key Stage 1 and Key Stage 2

1. **Identity** - their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online.
2. **Relationships** - including different types and in different settings, including online.
3. **A healthy** - balanced lifestyle -including physical, emotional and social health with regard to relationships, work-life, exercise and rest, spending and saving and lifestyle choices.
4. **Risk** - identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others and **safety** - including behaviour and strategies to employ in different settings, including online in an increasingly connected world.

5. **Diversity and equality** - in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010.

6. **Rights** - including the notion of universal human rights, **responsibilities** - including fairness and justice and **consent** - in different contexts.

7. **Change** - as something to be managed and **resilience** - the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance.

8. **Power** - how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes.

9. SEX AND RELATIONSHIPS EDUCATION

The Sex and Relationships Education Programme (SRE) is organised by Miss Marie Tyrrell. Specific SRE lessons are delivered in Years 4 and 6 and cover the following themes:

9.1 Year 4 'Changes' 'Puberty'

These sessions are for both boys and girls.

These sessions cover understanding the physical changes that take place during puberty, why they happen and how to manage them.

In puberty they will be looking in detail at how their bodies will be changing, other changes that may not be physical (development of hormones and the effects) and social effects.

9.2 Year 6 'Puberty' 'Relationships'

These sessions are for both boys and girls.

In puberty they will recap and extend their knowledge and understanding of how their bodies will be changing, other changes that may not be physical (development of hormones and the effects) and social effects.

In 'relationships' they will be learning about healthy relationships, respect, love and sex.

9.3 'Girl Talk' / 'Boy Talk'

These sessions further explore the physical and emotional changes that take place for both boys and girls during puberty.

A range of teaching methods are used, which include learning vocabulary linked to body parts and labelling them, the use of video, discussion and looking at case studies.

Sex and relationship education is delivered in mixed gender classes and usually mixed gender groups. However, there are occasions where single gender groups may be deemed more appropriate and relevant.

Resources to teach sex and relationship education include fiction, reference books, leaflets and extracts from videos. We use: Channel 4 Living and Growing - Units 2 & 3 (Available from Channel 4 Learning) as well as 'Growing Up, Relationships and Sex' and 'You, Your Body and Sex' (both available from Life Support productions).

10. ROLES AND RESPONSIBILITIES

10.1 The Governing Body

The Governing Body will approve the SRE policy, and hold the Headteacher to account for its implementation.

10.2 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/non-science components of SRE (see section Parents' right to withdraw).

10.3 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/non-science components of SRE

10.4 Pupils

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

11. CONSULTING PARENTS / CARERS

Materials which will be used in the school's SRE Programme can be seen by parents in school when Miss Tyrrell, the designated teacher with responsibility for coordinating sex and relationship education, holds a meeting for parents. This meeting will provide opportunities for parents to discuss the content of the lessons and to view the videos and resources being used.

12. PARENTS'/CARERS' RIGHT TO WITHDRAW

Parents/Carers have the right to withdraw their children from those aspects of sex and relationship education not included in the National Curriculum Science Orders, the non-statutory/non-science components of SRE.

Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from SRE sessions.

13. SEX AND RELATIONSHIPS EDUCATION – POLICY AND PRACTICE

- A designated teacher (Miss Marie Tyrrell) will have overall responsibility for the provision of the programme, for monitoring developments within sex education and for recommending to governors any amendments that she feels 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 (only the non-statutory/non-science components of SRE).
- The SRE Programme will cover aspects of personal hygiene, puberty, menstruation, pregnancy and birth.
- The children will be taught in mixed classes, but 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 her discretion in answering them in an appropriate manner and at an appropriate and suitable time.
- Every child – including those with protected characteristics (see Equality Statement) is entitled to receive SRE.
- It is our intention that 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 biennial review

14. 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 either be made to meet the individual child's needs or explain this is not appropriate at the present time and to explain when it would be appropriate in the future.

15. CHILDREN WITH SPECIAL NEEDS

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.

16. 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 a disclosure of a child protection issue. The staff member will inform the Head Teacher/Designated Child Protection person in line with the school's Safeguarding Policy.

A member of staff cannot promise confidentiality if concerns exist.

17. MONITORING AND EVALUATION

Monitoring is the responsibility of the Headteacher, lead governor and teacher with responsibility for sex and relationship education. The effectiveness of the SRE programme will be evaluated by assessing children's learning and implementing change if required.

This policy document will be available to parents/carers via our website or by requesting a paper copy from the school office.

19. LINKS WITH OTHER POLICIES

This policy is linked with the following policies:

PSHE & Citizenship

Equal Opportunities and Equality Statement

Child Protection/Safeguarding policy

E-Safety Policy

Behaviour Policy

Anti Bullying Policy

Teaching and Learning Policy