



Sex and Relationships Education Policy

Policy Updated: Summer 2017

Date for Review: Summer 2020

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1 What is SRE

Sex and Relationships Education (SRE) is an important part of a child's preparation for adult life. It offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity, and a fostering of self worth whilst recognising, accepting and respecting differences.

Aspects of SRE are taught as an integral part of the school's Personal, Social, Health Education (PSHE) provision throughout Brookside School from Reception to Year 6. In this way, children are able to develop their ideas, knowledge and skills gradually and appropriately in a non-threatening environment.

2 Aims and Objectives

The aim of SRE is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood, through adolescence into adulthood. SRE has three main elements:

- Attitudes and values
- Personal and social skills
- Knowledge and understanding

SRE contributes to the foundation of PSHE and Citizenship by ensuring that all children:

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

SRE will:

- Provide appropriate information which is easy to understand and relevant and appropriate to the age and maturity of the children
- Include the development of communication and social skills

- Encourage the exploration and clarification of values and development of positive attitude

3 Moral and Values Framework

SRE will reflect the values of the PSHE programme. SRE will be taught in the context of relationships. In addition, SRE will promote children's self-esteem and emotional well-being and help them to form and maintain relationships based on respect for themselves, for others and respect for their own actions at home, school, work and in the community.

4 Implementation

The Legal Requirements of Sex Education Provision are National Curriculum Science at Key Stages 1 and 2. These areas are statutory.

4.1 Key Stage 1 (Animals, including Humans)

- 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

4.2 Key Stage 2 (Animals, including Humans)

- 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
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

5 Non-Statutory Provision of SRE (PSHE and Citizenship Frameworks)

5.1 Key Stage 1

- Pupils learn to recognise similarities and differences between themselves and others
- Identify and share their feelings with each other
- Recognise safe and unsafe situations and can identify and be able to talk to someone they trust

5.2 Key Stage 2

- Pupils learn to express their opinions about relationships and bullying and to listen to and support others, including respecting other people's viewpoints and beliefs
- They learn to recognise their own worth and identify positive things about themselves and try to balance the stresses in life in order to promote their own mental health and well-being of others
- Life processes are discussed including the physical changes that take place at puberty, why they happen and how to manage them

6 Teaching and Learning

SRE should not be delivered in isolation but firmly embedded in all curriculum areas, including Personal, Social, Health Education (PSHE) and Citizenship.

SRE is normally delivered by the class teacher, sometimes in association with the School Health Advisor.

It is delivered:

- In mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups
- During circle time activities with an emphasis on being safe, raising self-esteem etc
- Using external agencies, such as the School Health Advisor

7 SRE and External Links

When working alongside visitors to the school, such as the School Health Advisor, the school will ensure that:

- Visitors are invited to the school because of a particular expertise or contribution they are able to make
- All visitors are familiar with and understand the school's SRE policy and work within it
- All input to SRE lessons is part of a planned programme and negotiated and agreed with staff in advance
- All visitors are supervised/supported by a member of staff at all times
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning
- The school will continue to liaise with the local secondary schools to ensure that the programme for SRE is continuous at KS3

8 Preparation for Puberty / Support for Boys and Girls

Y5 girls will learn about the physical and emotional changes puberty brings, including menstruation. All Y6 children will have the opportunity to learn about puberty and the human reproduction cycle.

For those children who experience puberty prior to the sessions outlined above, the school will offer the parents the services of the school nurse to help them discuss the issues.

9 Resources

Channel 4's 'All About Us'.

Where applicable, materials used reflect the consultation with parents/carers and the school health adviser (please refer to section 10 for further details). The range of material used is available to parents/carers and informative books are available to children in the library.

10 Assessment and Evaluation

Assessment of SRE delivered outside the curriculum is conducted through the monitoring and observation of pupils' learning with reference to the following:

- Knowledge and understanding gained
- Skills learnt and developed
- Attitudes and values explored
- Responses offered by pupils

SRE that falls within the Science programme of Study will be assessed in line with other aspects of the Science curriculum.

11 Partnership with Parents

Before each phase of learning, a letter informing parents of the SRE Programme and of an opportunity to view the human reproduction and puberty materials is sent prior to delivery of the programme, inviting parents to a general meeting to discuss the programme. The meeting is led by the year 6 teacher (and the Head Teacher if deemed necessary).

Parents have a right to withdraw their children from SRE lessons (outside of the Science Curriculum). If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Head Teacher and make clear which aspects of the programme they do not wish their child to participate in. Parents wishing to withdraw their child from SRE will be offered resources for use at home or separate provision can be made according to the child's individual need.

12 Answering Difficult Questions

Staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Teaching methods need to take account of the developmental differences of children and the potential for discussion on a one-to-one basis or in small groups. Schools should set a framework for

establishing what is appropriate and inappropriate in a whole class setting.

13 Dealing with Sensitive Issues

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about SRE.

The following are protocols for discussion based lessons with pupils ('Ground Rules')

- No one (teacher or pupil) will have to answer a personal question
- No one will be forced to take part in a discussion
- Only correct/agreed names for body parts will be used
- Meanings of words will be explained in a sensible and factual way
- The use of a question box may help to lessen hesitancy when asking questions
- Teachers may use their discretion in responding to questions and may say (for example):
 1. The appropriate person to answer that question is the parent
 2. The question can be discussed one to one after class
 3. They will be covering that at a later stage in their SRE

14 Equality, Diversity and Inclusion

At Brookside School, we aim to ensure that no pupil experiences harassment, less favourable treatment or discrimination within the learning environment because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their religion or beliefs.

We value the diversity of individuals within our school and do not discriminate against children because of 'differences'. We believe that all our children matter and we value their families too. We give our children every opportunity to achieve their best by taking account of our children's range of life experiences when planning for their learning.

The planning and organising of teaching strategies for each subject is consistently reviewed to ensure that no pupil is disadvantaged. This is in line with our Equality, Diversity and Inclusion Policy.

15 Special Needs Provision / Enrichment and Challenge

As an inclusive school we recognise the need to tailor our approach to support children with special educational needs as well as those who are identified as benefitting from further enrichment and challenge.

The school is committed to the provision of SRE to all of its pupils and the differing needs of boys and girls. All staff are expected to give every pupil the chance to experience, participate and achieve the understanding of Sex and Relationships Education. Equal time and provision will be allocated for all groups but there may be occasions where children with special educational needs (SEN) are given extra support.

16 Policy Review

This policy will be reviewed in keeping with the Policy Review Cycle. This planned programme of review puts subjects together that have common strands of learning, and is included in the annual School Improvement Plan, published in the Spring Term of each year.