

BRUNSWICK PARK PRIMARY SCHOOL



SEX AND RELATIONSHIPS EDUCATION POLICY

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(Referred to as SRE throughout this policy)

Background information

Brunswick Park Primary School is a state funded community primary school catering for children aged 3-11; this includes part time nursery pupils. Our aim is that it is an inclusive school and we celebrate differences including those between cultures, ethnicities, religious beliefs and sexual preference.

Definition of SRE (Sex and Relationship Guidance, DFEE 0116/2000)

Sex and Relationships Education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health. SRE also involves acquiring information, developing skills and forming positive beliefs, values and attitudes. Research demonstrates that good, comprehensive sex and relationships education does not make young people more likely to become sexually active at a younger age. Instead, it prepares young people to live healthily and safely as adults and to make informed choices and decisions.

Moral and Values Framework

SRE reflects the values of the PSHCE Curriculum studied in school. SRE will be taught mainly in the context of relationships and will demonstrate and reflect the following values:

- Respect for self;
- Respect for others;
- Responsibility for own actions;
- Responsibility as a member of a family, friendship group, school and the wider community.

SRE will be taught in accordance with the school's agreed aims, values and moral framework, and is sensitive to the needs and beliefs of pupils, parents/carers and other members of the school community. It is taught in accordance with the school's agreed equal opportunities framework.

Sex and Relationships Education (SRE) supports and guides children and young people in lifelong learning about relationships, emotions, the human biology of sex and sexuality. Along with parents and carers, we help our young people to understand and manage their physical and emotional development in adolescence and prepare for the decisions made in adult life.

We believe that pupils should have accurate information that relates to their needs. They need help to explore their own feelings and attitudes, and those of society, in order to develop values on which to base decisions about relationships. They need to learn the communication skills necessary to help them take increasing responsibility for their own sexual behaviour.

SRE will, as far as possible, support the importance of stable relationships including marriage, for family life and bringing up children. Care is taken to ensure there is no stigmatisation of children based on their different home and family circumstances.

Thinking about morals and values also includes:

- Respect for self and others
- Non-exploitation in relationships
- Commitment, trust and love within relationships
- Honesty with self and others
- Self-awareness
- Exploration of rights, duties and responsibilities
- Understanding diversity regarding religion, culture and sexual orientation

This will assist the promotion of self-esteem and emotional health and well-being and help children form and maintain worthwhile and satisfying relationships, based on the above values of respect.

The personal beliefs and attitudes of teachers will not influence the teaching of SRE in this school.

Aim and objectives

The overall aim of SRE is to develop the whole child by providing pupils with age appropriate information, exploring attitudes and values and developing skills in order to empower pupils to make positive decisions about their health-related behaviour. We aim to assist them in developing into young men and women who are kind, respectful of themselves and others and who can care for themselves both physically and emotionally. This will take place primarily through the Science Curriculum as this will provide them with factual knowledge. This will then be continued through PSHCE sessions which consider the qualities of relationships within families and amongst friends, and also how to resist peer pressure and have a better quality of life.

The overall *objectives of SRE* are:

- To provide the knowledge and information to which all pupils are entitled;
- To develop understanding of differences between males/females and be able to challenge gender stereotypes;
- To help pupils understand changes and their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help pupils develop skills (language, decision making, choice, assertiveness) to cope with the influences of peers and the media;
- To provide the confidence to be participating members of society and to value themselves and others – shaping relationships;
- To develop skills and knowledge to lead a healthier safer lifestyle;
- To respect and care for their bodies;
- To help prepare pupils for puberty and begin to be prepared for adulthood;
- To gain an understanding of reproduction, pregnancy and conception and the responsibilities involved;
- To help pupils learn how to gain access to information and support;
- To understand the laws regarding forced marriage and Female Genital Mutilation (FGM).

Teaching and Learning

Teaching programme for SRE: Legal Requirements:

SRE at Brunswick Park School is planned to be part of a broad and balanced programme of PSHCE (Personal, Social, Health and Citizenship Education), involving the Christopher Winter Project, a resource that supports the teaching and learning of SRE. Nursery, Reception and Year 1 children will explore social aspects discretely as part of their everyday activities. SRE will be taught formally from Year 2 to Year 6. Part of SRE is set within the Statutory Framework of the National Curriculum Science Orders, which include the following aspects:

National Curriculum Science

Key Stage 1: pupils learn

- That humans have bodies with similar parts and all animals, including humans, use their senses and move. They also grow and change as they become older.
- That animals (including humans) produce young and these grow into children and new adults. That babies and children need to be looked after while they are growing.
- That animals reproduce and change as they grow older.

Key Stage 2

- That the life processes common to humans and other animals include nutrition, growth and reproduction.
- That adults have young and that these grow into adults who in turn produce young and that if living things did not reproduce they would eventually die out.

Science is a statutory requirement and parents/carers cannot withdraw their children from these lessons.

Sex and Relationship Education

All children are entitled to receive SRE regardless of their background. Every child will be given the opportunity to experience an age appropriate, differentiated programme of SRE that is also linked to the physical development of the child.

The programme will follow the broad outline given below:

(Re: Final page for specific desired learning outcomes for each Year Group from 2 - 6)

Early Years Foundation Stage (Nursery and Reception)

Children learn about the concepts of boy and girl and about animals and their babies. They follow the intended learning outcomes linked to PSED (Personal, Social, Emotional Development) in developing skills to form friendships, share and take turns. They also begin to explore hygienic practices such as hand washing, placing a hand in front of the mouth and nose when they sneeze etc.

Key Stage 1:

Through work in science children learn about the basic parts of the body. They also explore 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 PSHCE and the Christopher Winter Project, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions and the emotions involved in pleasant, jolly times as well those experienced in loss and bereavement.

In PSHCE and the Christopher Winter Project sessions based on relationships (SRE), children learn to recognise similarities and differences between themselves and others. They identify and share their feelings (friendship) with each other, recognise safe and unsafe situations and identify and

are able to talk to someone they trust. In addition to this they also explore the importance of hygiene.

In Year 2 SRE pupils explore the basic differences between males and females. They begin to understand that making a new life needs a male and a female. The correct scientific terms are used to name the male and female body parts.

Key Stage 2:

In science pupils build on their knowledge of the human body and life-cycles and reproduction, beginning with plants, insects and mammals. In Years 5 and 6 they learn about the basic biology of human reproduction.

In RE they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship.

In PSHCE and the Christopher Winter Project relationship sessions (SRE), pupils explore stereotypes about males and females and the family unit (Year 3). They are taught about the physical, emotional and social changes at puberty, which include personal hygiene. They will also look further into reproduction (Year 4) and the main stages of the human life cycle including intercourse (Year 6), conception (Year 6), pregnancy (Year 6), birth, childcare and parenthood (Year 6). Children will develop an understanding of menstruation and wet dreams and how to manage them (Year 5). They will acquire skills to form relationships and to respect other people's viewpoints, emotions and feelings. They will learn to express their opinions about relationships and bullying and to listen and support others. They will also 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 and that of others. Children will be working on acquiring an understanding of the risks and dangers children may sometimes encounter from peers and adults, including those associated with sexual behaviour. They will explore ways to avoid such situations and dangers and become more aware of sources of help and support and how to make simple choices and exercise some basic techniques for resisting pressures.

Sex and Relationship education will focus on the development of skills and attitudes, not just the acquisition of knowledge.

Children with Special Educational Needs or Disabilities (SEND)

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 SRE.

Organisation

The expectation is that SRE is part of the PSHCE curriculum and is embedded into a range of curriculum areas including science, English and literacy and RE. At Brunswick Park it is expected that Nursery – Year 1 cover social aspects discretely within everyday activities. The expectation for Year 2 –Year 6 is coverage of SRE as part of sessions based on the broader theme of relationships three times a year.

Sex and Relationship Education is taught by classroom teachers and supported by teaching assistants and if appropriate, by outside visitors such as health professionals. Many methods including age appropriate cartoon DVDs, discussion, case studies, role-play and drama are used to deliver SRE sessions. SRE is normally delivered in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single-sex groups. SRE is delivered through PSHCE, Science, RE, English and Literacy and Circle Time.

How it is taught:

- Teachers will set a group agreement with pupils to ensure that an atmosphere is created where pupils feel able to discuss concerns, feelings and relationships;
- It should be recognised that questions from pupils will be addressed and dealt with in the most appropriate manner and not disregarded. The form in which these questions are addressed may be in group activities, or on a one-to-one basis, as appropriate;
- Resources will be assessed to ensure that they are appropriate to the age and maturity of pupils. They will take into account equality of opportunity through their use of language, cultural attitudes and images, avoiding stereotyping, racism and sexism;
- In every section of the course a variety of teaching and learning styles are used including videos, information sheets, pamphlets, textbooks, visual aids and models, games, role-play, interactive CD ROMS, the Internet and visits by drama and theatre groups.

Assessing SRE and Monitoring the Programme

The SRE Lead will be responsible for:

- Ensuring the policy and programmes are implemented as agreed;
- Supporting staff to assess pupils' progress;
- Recommending targets for whole school development;
- Evaluation of the programme by assessing the attitudes of the pupils, the development of their personal skills and the knowledge and understanding they have gained. Review forms part of the content and is an ongoing process. The views of pupils, staff and parents/carers will be sought and taken into account as the programme develops and changes.

STAFF DEVELOPMENT

Southwark Health Services provide training for teachers from Year 5 and Year 6. The school will identify its own training needs and arrange suitably matched programmes.

Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. At Brunswick Park the following ground rules have been agreed by the teaching staff and the School Council representatives:

Suggestions from guidance:

- No one will have to answer a personal question
- No one will be forced to take part in a discussion
- Only the correct names for body parts will be used
- Meanings of words will be explained in a sensible and factual way

Teachers will try to answer questions as honestly and clearly as possible but if faced with a question that they do not feel comfortable answering within the classroom setting, provision will be made to meet the individual child's needs e.g. through discussion later, an outside agency, in school support, school nurse or referring the child back to the parent/carer. Teachers can state that they need time to think about the question, or that they are unsure and will find out.

Use of visitors

Visitors to school, such as parents, health professionals (such as the school nurse) and members of voluntary organisations, may be invited to plan, contribute to and enrich SRE lessons. They will be given a copy of this policy and are expected to work within the school's framework and values. A teacher will be present during these lessons.

Parental Consultation

- Parents/carers have been invited to discuss this policy and suggest any changes which were influential in creating this final policy;
- Parents can have access to the SRE policy when requested – it is on the School's Website;
- The school informs parents when the SRE programme and workshops are taught and an opportunity to ask questions is provided;
- Parents/carers have the right to withdraw their children from the aspects of SRE that are not included in the Science National Curriculum orders. However this rarely happens, as the majority of parents/carers recognise the importance of this aspect of their children's education.

Child Protection/Confidentiality

Effective SRE aims to help children develop an understanding of what is and what is not acceptable in a relationship. This may lead to disclosure of a child protection or safeguarding issue. In this instance the staff member must inform one of the four named Designated Persons (Fiona O Malley (Designated Lead Person for Safeguarding), Karen Smith (Designated Person), Andrea Inniss (Designated Person) and Susannah Bellingham (Head Teacher, Designated Person and Prevent Lead)). A member of staff cannot promise confidentiality if concerns exist.

Links with other policies

- PSHCE and Christopher Winter Project
- Equal Opportunities
- Safeguarding and Child Protection
- Behaviour
- Anti-Bullying