



POLICY FOR SEX AND RELATIONSHIPS EDUCATION

"Answering questions is a major part of sex education. Two rules cover the ground. First, always give a truthful answer to a question; secondly, regard sex knowledge as exactly like any other knowledge."

~ Bertrand Russell

"Young people are going to learn about sex and our question has to be: where do we want them to learn? From the media? From their friends? Or do we want them to learn from an educated, responsible adult?"

~ Tamara Kreinin: The Sex Ed Debate

RATIONALE

An effective Sex and Relationships curriculum is an important aspect of a child's education. It can make a significant contribution to the development of skills needed to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

In this policy, Sex and Relationships Education refers to "lifelong learning about physical, moral and emotional development. It is about the understanding of stable and loving relationships, respect, love and care. It is also about forming positive beliefs and attitudes of sex, sexuality and sexual health."

(Sex Education Forum 1999)

Written with due regard to government guidance (**DfEE 2000**), the policy has been developed to ensure that the school, staff, parents and carers are clear about the statutory requirements for Sex and Relationships Education and that the pupils receive their educational entitlement.

AIMS

- To provide the knowledge and information to which all pupils are entitled
- To provide an environment in which children are able to ask questions and further their understanding
- To help pupils develop feelings of self-respect, self-esteem, self-confidence, sympathy and empathy
- To prepare pupils for puberty and adulthood
- To help pupils to take responsibility for their own actions and the consequences of their actions
- To give pupils an understanding of reproduction and sexual development
- To give pupils an understanding of the importance of health and hygiene
- To encourage children to respect and care for their bodies
- To encourage children to value themselves and others
- To develop pupils' skills to cope with the influences and pressures of their peers and the media
- To provide pupils with the confidence to be participating members of society
- To give pupils an understanding of the importance of building positive relationships with others, involving trust and respect

CONTEXT

We teach Sex and Relationships Education discretely, most of it during term 6. However, some of the biological aspects are covered in the science curriculum and the other aspects are addressed through the PSHE and Citizenship programme. Furthermore, since Sex and Relationships Education incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life and will reflect the school's overall aims and values.

TEACHING PROGRAMME FOR SEX AND RELATIONSHIPS EDUCATION

The curriculum for Sex and Relationships Education at Brentry maps out lesson objectives for each key stage and year group. The themes progress as children move through the school, essentially guided by the Jigsaw Scheme of Work but complemented by the Living and Growing resources where appropriate. It is important to separate the legal requirements of the National Curriculum for science (from which parents do not have the right to withdraw their child/children) and the PSHE overview which, in combination, provide the Sex and Relationships Education. Both are outlined below:

PSHE Key Stage 1	
Science 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 Year 1 and 2 only	• The names for the main parts of the body (including external genitalia) the similarities and difference between boys and girls • how to maintain physical, mental and emotional health and well-being • how to manage risks to physical and emotional health and well-being • ways of keeping physically and emotionally safe • about managing change, such as puberty, transition and loss • how to make informed choices about health and well-being and to recognise sources of help with this
PSHE Key Stage 2	
Science 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 • learn about the changes experienced in puberty Year 5 only	• how their body will change as they approach and move through puberty • about human reproduction • how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts • how to recognise and manage emotions within a range of relationships • how to recognise risky or negative relationships including all forms of bullying and abuse • how to respond to risky or negative relationships and ask for help • how to respect equality and diversity in relationships

(The wording in bold shows this is returned to and taught in KS2.)

Refer to **Appendix 1: SRE in the Jigsaw PSHE scheme**

This identifies which specific objectives and content are covered in each individual year group.

SPECIFIC ISSUES

- **Separate lessons** - Sex and Relationships Education is usually delivered in mixed gender groups. However, especially in years 5 and 6, there are occasions where single gender groups are more appropriate and relevant. At these times, separate lessons are delivered with follow-up question and answer sessions.
- **Answering difficult questions** - We try to answer the children's questions honestly, often through the use of the "anonymous question box." We cannot always anticipate the questions we receive but take the view that if the children want to know, we should aim to support them. Teachers use their professional judgement about these questions but will consult the head teacher and/or parents if in any doubt about how to proceed.
- **Parental consultation** - information on SRE is provided in the school prospectus and full details are available on request. The school informs parents when aspects of the sex and relationships programme are taught and provides opportunities for parents to view the materials and resources being used.
- **Withdrawal** - Parents have the right to withdraw their children from those aspects of SRE not included in the National Curriculum for science. Alternative work will be set under supervision. However, this rarely happens as, by working in partnership with parents, they recognise the importance of this area of their child's education. We encourage parents to talk it through with the child first if considering this step, then the teacher and/or head teacher.
- **Child protection/Confidentiality** - teachers conduct Sex and Relationships Education in a sensitive manner but recognise that some lessons may lead to disclosure of a child protection issue. If a child makes a reference to being involved, or likely to be involved in sexual activity, or indicates that they may have been a victim of abuse, this will be dealt with in line with our child protection policy. A member of staff cannot promise confidentiality if concerns exist.
- **Children with SEND** - it is up to the school to make sure that the needs of all pupils are met. This may mean more explicit or differentiated teaching to ensure that children with special educational needs are properly included in SRE. Parents may need to be consulted individually, especially if the pupil has a very low mental or emotional age.
- **Use of visitors** - When appropriate, visitors such as the school nurse may be involved in the delivery of Sex and Relationships Education, particularly in upper Key Stage 2. However, as stated by DfEE guidance, 0116/2000 P, 29 6.11: *"Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator's and teacher's responsibility to plan the curriculum and lessons."*

ROLES AND RESPONSIBILITIES

- It is the responsibility of the head teacher to ensure that both staff and parents are informed about the SRE policy and, with governors, that the policy is implemented effectively.
- It is also the head teacher'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 PSHE subject leader will ensure appropriate resources are available to support the teaching and learning of SRE, including staff training and outside contacts, such as the school nurse, when required.
- Class teachers will take responsibility for delivering SRE in line with this policy
- The head teacher will ensure parents are informed when aspects of SRE are taught and, supported by the PSHE subject leader, will provide opportunities for viewing resources used. Depending on need, this may be through parent workshops, letters or meetings with individuals or groups.
- Parents are encouraged to keep informed of the school's SRE policy and practice.

MONITORING AND EVALUATION

- Monitoring is the responsibility of the head teacher, named governor and teacher with responsibility for Sex and Relationships Education.
- Teacher assessment will inform discussion about the successful implementation of the policy.
- Judgements about the success of the policy can also be made through gathering evidence from annual progress tasks, subject walkthroughs, questionnaires to teachers and children and feedback from parents.
- The effectiveness of the SRE programme will be evaluated by combining teachers' informal assessments and pupils' self-assessments against key objectives from the scheme of work.

Agreed by Staff: May 2018

Agreed by Governors: July 2018

To be reviewed: July 2020

Appendix 1:

SRE in the Jigsaw PSHE scheme		
FS	Growing Up	How we have changed since we were babies
Y1	My changing body	Understanding that growing and changing is natural and happens to everybody at different rates
	Boys' and girls' bodies	Appreciating the parts of the body that make us different and using the correct names for them
Y2	The changing me	Where am I on the journey from young to old, and what changes can I be proud of?
	Boys and girls	Differences between boys and girls – how do we feel about them? Which parts of me are private?
Y3	Outside body changes	How our bodies need to change so they can make babies when we grow up – outside changes and how we feel about them
	Inside body changes	How our bodies need to change so they can make babies when we grow up – inside changes and how we feel about them (animations used – shorter version Female and Male Reproductive Systems)
Y4	Having a baby	The choice to have a baby, the parts of men and women that make babies and – in simple terms – how this happens (animations used – the Female Reproductive System)
	Girls and puberty	How a girl's body changes so that she can have a baby when she's an adult – including menstruation (animations used – the Female Reproductive System)
Y5	Puberty for girls	Physical changes and feelings about them – importance of looking after yourself (animations used – the Female Reproductive System)
	Puberty for boys	Developing understanding of changes for both sexes – reassurance and exploring feelings (animations used – the Male Reproductive System)
	Conception	Understanding the place of sexual intercourse in a relationship and how it can lead to conception and the wonder of a new life (animations used – the Female and Male Reproductive Systems)
Y6	Puberty	Consolidating understanding of physical and emotional changes and how they affect us (animations used – the Female and Male Reproductive Systems)
	Girl talk / boy talk	A chance to ask questions and reflect (single sex) (animations used – the Female and Male Reproductive Systems)
	Conception to birth	The story of pregnancy and birth (animations used – the Female and Male Reproductive Systems)