



Brompton Community Primary School Sex and Relationship Education Policy



- We believe that appropriate and responsible sex education is an important element in the work of schools in preparing pupils for adult life. Sex education should aim to help pupils cope with the physical and emotional challenges of growing up and give them a basic understanding of human reproduction.
- Teaching of sex education should be complementary and supportive to the role of parents. However, we recognise that some parents may not feel able to discuss sexual matters fully and freely with their children. Because of this, the school has a clear responsibility to ensure that all children by the end of Year 6, have enough information for them to understand the basics of human reproduction and an awareness of the issues of morality that accompany them.
- Parents should be fully informed of the policy on sex education and the content of the programme within the school. All videos used are available for viewing by parents. Any concern about the school's policy should be raised by an approach to the Class Teacher, Head Teacher or Healthy Schools Coordinator who will advise how to proceed further.
- The Governing Body gives discretion to the Head Teacher to accept requests from parents who wish to have their child withdrawn from sex education provision. The same discretion is also given to the Head Teacher to accept requests from teaching staff to withdraw from the teaching of sex education.
- Education about sexuality encompasses more than the simple transmission of knowledge about biological functions leading to childbirth. It includes work on physical, emotional, spiritual, mental and social development. It also includes appreciation of issues about gender and the discussion and analysis of qualities, values, standards and morals of individuals, together with the acquisition of skills which will enable personal responsibility to be exercised. Developing such skills of choice, decision making, assertiveness and communication also enhance the development of self-worth, self esteem and confidence which foster respect for self and others.

Sex and Relationship Education

The term sex and relationship education - SRE - is used in this policy rather than sex education. This is to emphasise that our school approach goes beyond the provision of the biological information to also focus on clarifying attitudes and values, and developing self-esteem and skills to manage relationships.

Our approach to delivering SRE in school covers three main areas:

*** attitudes and values**

- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas; and
- developing critical thinking as part of decision-making.

*** personal and social skills**

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict; and learning how to recognise and avoid exploitation and abuse.

*** knowledge and understanding**

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;

'SRE is 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 the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual activity.' DfES 'Sex and Relationship Guidance' 2002

Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

'Primary schools are not required to teach SRE other than those elements that fall under the Science curriculum. However, they are required to either have a policy on SRE outlining details of their programme or explaining their reasons for not giving one. Primary school children can expect to be taught the names and functions of external body parts, and be informed about puberty before it begins.'

Aims

- ◆ To support the personal and social development of all pupils, ensuring that they have the ability to accept their own and others' feelings and to form relationships based on mutual respect and responsibility.
- ◆ To encourage the acquisition of skills and attitudes which allow pupils to manage their relationships in a healthy manner.
- ◆ To provide an understanding that positive, caring environments are vital for the development of a good self image and that individuals are in charge of and responsible for their own bodies.
- ◆ To promote spiritual moral, cultural, emotional and physical development of pupils at school and in the society.
- ◆ To help children learn to respect themselves and others and to move with confidence from childhood through adolescence onto adulthood.

Objectives

- ◆ To discover what pupils know, understand, think and feel in order to identify their needs.
- ◆ To create a programme of learning that is developmental and caters for children's needs and is sensitive to individuals and groups.
- ◆ To encourage the children to use appropriate vocabulary for all parts of the body and encourage positive attitudes to all bodily functions (from lower KS2).
- ◆ To generate an atmosphere where questions and discussion can take place without embarrassment.
- ◆ To counteract misleading myths and folklore.
- ◆ To enable pupils to accept variation in rates of growth and development (physical, emotional, social) and in ages when puberty commences.
- ◆ To understand the value of family life, implications of parenthood and the needs of the very young.

Values.

The SRE programme at Brompton Community Primary School reflects the school ethos and the values of PSHE & C. In addition, SRE will promote children's self esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

It demonstrates and encourages the following values:

- Respect for self and others;
- The value of loving and stable relationships;
- Non-exploitation in relationships;
- Mutuality within relationships;
- Responsibility for their own actions;
- Responsibility for their family, friends, schools and wider community;
- An acknowledgement and understanding of the diversity regarding religion, culture and sexual orientation.

Equal Opportunities Statement

The school is committed to the provision of SRE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. The school will also consider the particular needs of each gender to ensure that each has access to our SRE programme. We will also be proactive in combating sexism and sexist negativity. Equal time and provision will be allocated for all groups and where necessary pupils with Special Educational Needs are given extra support from SEN staff.

Organisation and monitoring:

The DfEs 'Sex and Relationship Guidance' recommends that effective SRE is essential if young people are to make responsible and well informed decisions about their lives'. In partnership with parents and carers our school has a key role in providing SRE.

SRE is delivered by class teachers or the PSHE/ SEAL co-ordinator in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.

SRE is coordinated by the PSHE/SEAL co-ordinator and will be reviewed annually in order to keep up with the fast moving pace and to meet the necessary requirements for delivering a balanced SRE programme.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school (i.e. School nurses, Healthy Schools Team, Theatre groups) may be invited to contribute to the delivery of SRE in school.

Teachers are required to keep their own personal evaluation of each session which can be used by the coordinator to inform future planning.

Content

Throughout Brompton Community Primary School we use our drivers and curriculum subjects to support the delivery of SRE, personal, social and emotional areas of development.

Foundation

Knowledge and Understanding of the World/Science/PSHE&C -

- * Understanding that animals/humans move, feed, grow and use senses and reproduce
- * Recognise similarities/differences between selves and others
- * Name main external parts of body
- * Humans have babies and these grow into children and adults and animals and plants
- * Begin to recognise the range of emotions and ways to deal with them
- * Understand the importance of valuing themselves and others
- * Learn to listen, share, discuss learning to live and work together
- * People in my life - What they do for me and what I do for them
- * Keeping Safe
- * Beginning of life - me, animals, plants

Year One and Two

Science -

- * external body parts/similarities and differences/humans and other animals can produce offspring.

PSHE&C -

- * recognise name and deal with feelings/understand that family and friends should care for each other.
- * Differences and similarities between themselves, others and types of families
- * Feelings in families (e.g. love, jealousy)
- * What makes me (happy, sad etc)
- * What I like/dislike about other people
- * Keeping Safe - danger I might encounter - saying NO!

Year Three and Four

Science -

- * That humans and animals can produce off spring and these grow into adults.
- * Moving and Growing

PSHE&C -

- * Differences and similarities between themselves, others and types of families
- * Feelings - things which make me happy, sad, embarrassed, scared
- * Difficult situations
- * Making decisions - influences on me
- * Keeping Safe - danger I might encounter - saying NO!
- * Getting on and Falling out/drug education/different family roles

Year Five and Six

Science -

- * Life cycles/reproduction, growth and dev of humans-linked with plants and animals *
- * Plants reproduction/Micro organism reproduction/puberty talk

PSHE&C

- * Relationships - 'It's Good to be me' and 'Getting on and Falling out'
- * Families and how they behave - what members expect of each other
- * Varied lifestyles in class and community - differences and similarities in others and how we feel about them
- * Expressing feelings and how we do this
- * Keeping clean - the importance of personal hygiene and staying healthy in particular healthy eating.
- * Messages about health from television, films, newspapers and magazines

Provision will be made in the school development plan for appropriate staff training.

In Key Stage 2 pupils learn to express their opinions about relationships and to listen to and support others, including respecting other people's viewpoints and beliefs. They learn to recognise their own feelings and emotions and those of people around them. They develop an understanding of changes which happen to themselves and others and to respect peers and develop friendships at an important time in their lives when transition to secondary school is upon them.

Materials used for SRE reflect the consultation with parents/carers, our Parent Support Advisor, curriculum governors and staff. Age and cultural backgrounds of the pupils are regarded in relation to images used. A meeting is held prior to the delivery of our SRE programme commencing and parents/ carers have the opportunity to view the DVD used in their own time and return any feedback to the class teacher or PSHE/SEAL co-ordinator.

Teaching methods and approaches

These will be varied as no one approach will suit every situation. Teaching and learning strategies will also differ with the age and stage of development of the pupils and the knowledge, attitudes and skills to be developed. The classroom atmosphere will be a supportive one, where pupils can feel confident, secure and free to explore their emotions, feelings and responses. The school will aim to ensure a match of maturity of pupils for their work which will be appropriate for their stage of development.

As questions arise, they will be answered on an individual basis honestly and confidentially with great thought in respect of the child's maturity, circumstances and readiness to accept the facts. Where sex education is given it is in such a manner as to encourage pupils to have due regard to moral considerations and the value of family life.

A range of teaching and learning strategies are therefore appropriate. These will enable our pupils to assess evidence, make decisions, negotiate, listen, solve problems and work alongside others.

Seen in this way sex education, or more properly, 'Sex and Relationship education' can be viewed as an ongoing, progressive and continuous process in which many curriculum areas play a part.

Liaison with Parents and Governors

Full consultation with parents and governors at all stages is an important element of the school's SRE programme.

Where sex education is provided it will be available to all pupils. Parents do not have a statutory right to withdraw pupils, but governing bodies have the discretion to accept or reject requests from parents for pupils to be withdrawn from sex education provided, for example on religious or cultural grounds. Governors will respond sensitively to any such requests.

Reviewed September 2023

To be reviewed September 2024